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ABSTRACT

In an effort to increase student achievement in reading, increase teacher competency in reading instruction, and increase parental involvement in the school, a project (Improved Reading Instruction Schoolwide) was developed to provide an intensive college-level, two-year inservice training program for the teachers and principal in one elementary school. Workshops were also given to the parents, and classroom observations were encouraged. Mastery teaching techniques were used to provide a differentiated curriculum. Teachers were provided performance based development strategies that included diagnostic strategies, monitoring systems, instructional strategies, independent learning strategies, and classroom management strategies. (Described are the major components of the project and appended are the program proposal, objectives and strategies, and criteria for evaluating a developmental lesson plan.) (HOD)

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AN ANALYSIS OF THE EFFECTIVENESS OF A COMPETENCY-BASED STRATEGY IN THE IMPROVEMENT OF READING INSTRUCTION

BY

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PREFACE

The writers wish to express their sincerest appreciation to:

Dr. William P. Matthews, our major advisor, for his continued encouragement, support, and expert advice throughout this study.

Dr. Richard C. Culyer, III, for his dedication to the art of teaching reading as a whole and his commitment to Project IRIS in particular, as well as his many valuable suggestions and help.

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To our husbands: Webster Marlowe and Paul Hart for their continued encouragement, understanding, and patience.

Above all, to our Heavenly Father, the creator of all knowledge without whom, nothing of value is ever achieved.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Recent related professional literature, relevant studies, and professional opinion reflect a need for quality education and reading skills that develop competency to survive in today's world.

The problem to which this study is addressed is multi-faceted and includes the following components:

1. Low level of pupil achievement;
2. Inadequately trained teachers in reading;
3. Lack of parental interest in the school and its efforts; and
4. Lack of materials designed to meet the needs of a pupil population heavily skewed toward low socio-economic status.

Hypothesis

The major hypothesis of this study is that in an elementary school with students of poor or low socio-economic background, below average I. Q. and records of underachieving, teachers can be trained, pupils motivated and parents involved to bring the overall reading skills gain per year from well below the norm up to the norm of one year's gain per one year of schooling.

The primary question which must be answered is: What techniques can be employed to bring about the desired goal. The questions which must be answered in order to resolve the primary research question include these:

1. How can low achievers become competent readers?
2. How can teachers who feel ill-prepared to teach reading become confident and competent in teaching reading skills?
3. How can apathetic parents become concerned, involved parents?

Purpose of the Study

The purposes of this study were to improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional reinforcement and recreational strategies designed to meet individual needs of students, to increase student achievement in reading, commensurate with their ability and desire to read, to provide creative enrichment activities to stimulate an appreciation of good literature, and to increase the participation and involvement of parents in the academic development of their children.

Specific objectives included the following:

1. To enhance pupil achievement in reading (word study, vocabulary, paragraph meaning).

2. To increase the ability of teachers to meet the total educational needs of a wide variety of diverse learners.

3. To increase parental interest in the school and thus, enhance both community support and participation.

4. To identify, secure, and organize teacher and pupil materials designed to enhance academic growth.

Significance of the Problem

Evidence of Need

Few American institutions have suffered as much criticism, particularly in the last twenty-four years, as has education. The teaching of reading has become a major center of criticism. As assessment of test results in the United States in 1973 revealed that the quality of education was on the decline.[1] A four year study (1974-1977) conducted by Rand Corporation and released in 1978 revealed that "Billions of federal dollars have had little impact on education...because local officials didn't get involved and teacher's weren't taught how to teach better."[2] After nearly two centuries of reading and writing instruction, millions of Americans cannot read nor write. An unacceptably large number of non-readers, problem readers, retarded readers, and reluctant readers are being produced.

According to Gunderson (1976), approximately one-third of the children in our classrooms fail to become competent readers.[3] A survival literacy study conducted by the National Reading Council has reported that 4.3 million Americans must be considered functionally illiterate in modern society, and that as many as 34 percent or more are limited, by inadequate reading skills, in their ability to achieve their full potential in modern society.[4]

---

[1] Address by Division Superintendent Greensville County Public Schools, S. A. Owen, before the Greensville Conference on Learning II, Emporia, Virginia, January 15 and 16, 1976.

[2] Associated Press, High Point (North Carolina) Enterprise, August 30, 1978, p. 3A, Cols. 2-3.

[3] Bernice V. Gunderson, "Reading: To Dare Is To Do," Language Arts, Vol. 53 (April, 1976), pp. 370-372.

Statistical information collected by the Office of Education regarding deficiencies in education in 1969 stated:

> One out of every four students, nationwide, has significant reading deficiencies.
>
> There are more than three million illiterates in our adult population.
>
> About half of the unemployed youth, ages 16 to 21, are functionally illiterate.
>
> Three quarters of the juvenile offenders in New York City are two or more years retarded in reading.
>
> In a recent U. S. Armed Forces program called Project 100,000, 68.2 percent of the young men in service fell below grade seven in reading and academic ability.[5]

As a result of Allen's concern, the Right to Read Program was launched. In discussing the results of the effectiveness of the National Right to Read Effort, nine years later, Harman makes this observation:

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[4] Thorsten R. Carlson, Administrators and Reading (New York: Harcourt Brace Jovanovich, Inc., 1972) p. 7.

[5] Address by former U. S. Commissioner of Education, James E. Allen, Jr., before the National Association of State Boards of Education, Los Angeles, September 23, 1969.

> It must be admitted that the goals of 'Right-to-Read have not been realized at all. In fact, there is every indication the situation Allen sought to rectify is more severe than was initially posed. While one segment of the population is surging ahead, the other portion is advancing at a snail's pace, or, quite likely, not moving forward at all.[6]

In a report by Glass and Huffman in 1975, the following statistics were recorded:

> In 1970, 1.6 percent of all whites and 7.5 percent of all blacks in the United States were totally illiterate. Despite the proportions, there were far more whites than blacks in this category.
>
> Thirty-seven percent of all blacks over twenty-five years of age were illiterate.
>
> Thirty-six percent of the family heads who had less than eight years of schooling earned less than $3,000 per year.
>
> The majority of the nine million persons on welfare were illiterate.
>
> Eight million individuals over twenty-five were illiterate.

Project LONGSTEP, a three-year study commissioned by the United States Office of Education, found that the higher a student advanced in school, the lower was the increase of achievement. Furthermore,

> . . .no evidence could be found that either of the major instructional variables - level of innovation or degree of individualization - was substantially and positively related to post test performance.[7]

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[6] David Harman, "The Right to Read: As Assessment," Education Digest, Vol. XLII, No. 2 (October, 1976), p.43.

[7] Donald H. Graves, "What's New May Not Be Good", Language Arts, LIV, No. 6 (September, 1977), pp.708-713.

According to Schoephoerster, ninety percent of the nation's 83,000 elementary and secondary schools have children with reading problems and nearly one-fourth of these schools have no special instruction for those who need help.[8]

In 1975 the National Assessment of Educational Progress compared reading achievement test data for 9-, 13-, and 17- year old students with their 1971 peers. The research indicated that 1975's nine-year-olds did somewhat better than their earlier age-mates. However, Roy H. Forbes, director of the National Assessment, observed: "It is alarming to see the gaps remain at ages 13 and 17."[9] Even more disconcerting is the realization that if the final score (17 year olds) remains the same while the initial score (9 year olds) increases, the implication is that pupils between the ages of nine and seventeen are actually learning less than did their counterparts four years earlier.[10]

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[8] Hugh Schoephoerster, "Programing Reading Failure Out of Existence; A Brief for the Belief," Proceedings of the Ninth Annual Conference North Carolina Council International Reading Assocation, March 17 to March 19, 1977.

[9] Peggy Gonder, "The Good News in Reading," American Education, XII, No. 10 (December, 1976) pp. 14-17.

[10] Richard C. Culyer, III, Mastery Teaching (Mt. Gilead, North Carolina: Vineyard Press, 1978), p.1.

At the time of this writing (1978), recent statistics from the competency tests had not been released for the State of North Carolina. However, a statement from the office of the governor read: "Results from this spring's (1978) trial test showed that eighteen percent of the eleventh graders scored below the 70th percentile in minimal reading competency. When that information is compounded with our State's very high student dropout rate before the eleventh grade. . .it is accurate to say we have a major problem in teaching our youngsters to read."[11]

Upon examination of the reading needs at the local level, the system wide results from the Stanford Reading Test indicate that in 1975-1976 the Lexington City School children in grades two through five were dropping behind the norm by an average of 1.5 months per year in total reading skills, placing them six months behind at the end of the fifth grade. If this trend continues through the twelfth grade, they will be one year, six and one-half months behind the norm. For this same year, Holt (now Southwest) Elementary School children finished the fifth grade nine months behind the national norm. These results place them below the Lexington City Schools norms.[12]

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[11] Letter to the writer from Betty Owen, Office of the Governor of North Carolina, Raleigh, North Carolina, May 29, 1978.

[12] Stanford Reading Test Results," Lexington City Schools Report, 1976.

In the fall of 1975, only 26 out of 128 third graders were at or above grade placement. Only 47 out of 97 fourth graders, and 47 out of 124 fifth graders were at or above grade level.[13]

Efforts towards change

Historically the response which educators have made to the "problem of poor reading ability has been to work toward increased staff development all allocation of special reading teachers." Thus additional funds have been sought, secured, and spent for these purposes. Unfortunately, the billions of dollars so spend have had little impact on the achievement of educationally disadvantaged children, which include slow learners, reluctant learners, average learners, bright youngsters, and handicapped children.[14]

Again the four-year study commissioned by the U.S. Department of Health, Education, and Welfare which was released in 1978 blames the educational system for many of these problems. According to this study, despite the billions of dollars allocated to alleviate the problems discussed above, these problems remain virtually the same because:

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[13] Ibid.

[14] Theodore A. Buerger, Elementary School Pupils Who Received Remedial Reading Instruction: A Follow-Up Study of the Educational Progress and Attitudes of Remedial and Non-Remedial Groups. Unpublished Doctoral dissertation, Western Reserve University, 1966, p. 7.

1. Educators were uninformed about implementation strategies.
2. Superintendents and principals were not committed to the educational task nor supportive of the program.
3. Many educational programs were started to take advantage of federal dollars-not to cope with an educational problem or need.
4. Teachers were not involved in the initiation and planning of the program.
5. Parents and community were not involved in and committed to the education program.[15]

During the sixties and seventies, much emphasis has been placed upon the reading problem. The public has become more aware of the problem through court suits, concern about inadequately trained personnel, and gubernatorial and legislative emphasis on reading programs. Such a surge of interest is important to out society for as Schoephoerster, Minnesota's Right to Read Program Director, says, "There are all kinds of social implications tied to the ability to read. Schoephoerster continues: "That's why legislators should be interested in supporting a reading program. It is not just for education, but for the entire social milieu."[16]

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[15] Paul Berman, Milbrey Wallin McLaughlin et. al. Federal Programs Supporting Educational Chage, Vol. VII: Factors Affecting Implementation and Continuation. Prepared for the U. S. Office of Education, Department of Health, Education, and Welfare, R-1589/7, April 1977 Rand, Santa Monica, California.

[16] Schoephoerster, Op. Cit.

Despite the sudden surge of interest in reading, according to Haberman,

> The Reading Movement is a loose but effective confederation of various federal, state, and local governmental agencies together with private-interest groups that have coalesced around reading as their raison d'etre. At the federal level, the vast funding machinery directly funnels monies aimed at supporting formal reading instruction.[17]

The advent of Sputnik in 1957 brought the nation's leaders to an increased realization of the value of education and the need for improving it. Since then millions of dollars have been spent on pseudo-solutions without satisfactory levels of success.

Between 1960 and 1969, the National Defence Education Act and other congressional appropriation acts made it possible for school districts to readily purchase all kinds of instructional materials, equipment, supplies, programs, and personnel services. Again, according to the Rand report, "Some districts seem to have used... seed money more to purchase up-to-date materials and technologies than to promote basic educational reform."[18] A caution by the writers of this study is "More money does not necessarily purchase those things that matter; it does not buy more or better staff training, more ambitious projects in terms of scope or change, more effective project directors, and so on."[19]

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[17] Martin Haberman, "The Reading Movement Has Gone Too Far." Today's Education (March-April, 1976), p. 40.

[18] Berman, Op. Cit., 98.

[19] Ibid, p. 76.

Despite the emphasis on reading, the funds expended, and the dramatic claims made, business leaders complain that many of their employees cannot read, write, or figure and several studies have indicated the extent to which student achievement fails to meet the demands of a technological society. According to Foshay:

> Reading in the elementary school improved steadily from the twenties through the fifties and sixties, if one can believe the results of restandardizing of reading tests. Arthur Gates pointed out that children in 1957 in grades four through six were reading, on the average, about a half a year better than their parents in 1937. The National Assessment reports a similar finding up to about 1965, when reading skill began to level off.[20]

Problems Influencing Reading Ability

As reflected in the research, many hypotheses have been made about the causes of poor reading. Teacher attitudes, low pupil scores on intelligence tests, and low achievement in school which ultimately lowers the self-concept have been cited as major causes of underachievement. However, there may be some more deep-seated reasons for poor reading than those just cited.

Compulsory attendance laws were instituted because it was believed necessary protection for society. Such laws were intended to insure that children of the lower classes would attend school, become literate and moral and contribute to society. Subsequently, the practice requiring pupil attendance became prevalent throughout the nation in the 19th century. Instead of the youngsters' leaving school with the skills needed to survive in the world, the schools have inherited a problem. Some children do not want to attend school; pupils drop out by the thousands; others sit and warm desks and are socially promoted, despite their lack of mastery of skills, facts, concepts, and habits, as well as their detrimental effect on those around them.

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[20] Arthur W. Foshay, "What's Basic About the Curriculum?" Language Arts, LIV, No. 6, (September, 1977), p. 623.

According to a report by Howard M. Johnson, it is estimated that American youth today receive an average of three thousand days of formal schooling compared with only six hundred for the rest of human society. However, there is little evidence to suggest that this will result in an increase in the formal education level of the overall population.[21]

Johnson asserts that a recognition of the fact that school learning cannot be fostered in a compulsory format is a first step toward alleviating the dilemma faced by today's school administrators. Students who make commitments to formal schooling must be encouraged to complete all learning activities and achieve appropriate levels of competence in the selected programs. Those who do not commit themselves to formal schooling should have an alternative that will equip them to survive in today's society.[22]

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[21] Howard M. Johnson, "Compulsory Attendance Laws - Are They Outdated?" Phi Delta Kappan LV (December, 1973), p. 11.

[22] Ibid., p. 12.

Concern about students' graduating without adequate mastery of reading skills led public school officials of Greensville County, Virginia to conduct an in-depth assessment of their education program. They discovered that many students who experienced difficulty in learning or who developed skills slowly were being assigned to higher grades each year without adequate preparation. These students were falling further behind with each succeeding year, until, by the time they reached the middle and upper grades, they were so far behind that they could not master the skills expected of students at their grade levels. The realization that they could get by without mastery of materials was probably a factor in some students not exerting their best efforts to learn.[23]

According to B. B. Vincent, Chairman of the Board of Education in Greensville County, Virginia, the way to make sure students learn what they are supposed to is "simply to require a child to master skills in one grade before being promoted to the next. That means abolishing social promotion.[24] Since motivation, interest, attitude and self-concept are identified by most authors as being the most important facets of the child's education, perhaps a "no social promotions" policy would go far in engendering such attitudes.

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[23] Editorial, The Charlotte Observer, Sunday, December 19, 1976, p. 8.

[24] Ibid.

According to Richard Culyer, one major problem specifically related to the schools is their failure to develop and implement systematic and coordinated procedures which provide each child an opportunity to make maximum progress each day and each year.[25] Paul Avery supports this view by writing:

> My scrutinizing of case studies of problem readers has always revealed children whose deficiency resulted from having received bits and pieces from highly divergent approaches to reading instruction.[26]

Instead of a systematic and coordinated program, a multitude of programs have been provided simultaneously. In some schools, one can find the first-grade teacher with one reading program, the second grade teacher with another program, and so on. The implication of such variation is that in these schools there exists no integrated system of reading instruction. Instead, children are getting "Open classrooms", "Individualized instruction," "Team teaching," "Modules," "Computer-assisted instruction," and "Television teaching." The software ranges across a broad spectrum of materials. For reading instruction, Sullivan's programmed instruction, Lippincott's synthetic phonics, Fries' contrastive spelling method, and Bloomfield-Barnhart's linguistic readers with isolated sentences fractionating reading are at one end of the continuum; on the other hand, the holistic approaches of Van Allen's language experience, Martin's transformation-generative emphasis for oral reading instruction, McKee's emphasis on teaching reading skills in context, and Harper-Row's whole word method applied with the use of a rebus are employed.[27]

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[25] Richard C. Culyer, III, Initiating a Developmental Reading Program: B (Mt. Gilead, North Carolina: Vineyard Press, 1975), p. 1.

[26] Carlson, Op. Cit., p. 14.

Another problem along these same lines is the matter of coordination between classroom teacher and remedial specialist. Pupils taught in remedial centers outside the regular classroom may use a reading system other than that used by the classroom teacher. Pupils who are experiencing difficulty with one reading system are then subjected to two programs. Communication and coodination between classroom teacher and reading specialist regarding materials and methods is critical to the development of an effective remedial reading center.

In 1964 Benjamin Bloom contended that pupils could learn more if instructional procedures required that they achieve mastery. Mastery learning is best understood as a special case of criterion-referenced instruction in which one objective of instruction is made apparent to the student at the outset and kept before the student until he or she has achieved it. Bloom believed that over 90 percent of the students could learn what was presented if the appropriate strategies were employed.[28]

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[27] "Revolving Curricular Conflicts in the 1970's: Modifying the Hypothesis, It's the Teacher Who Makes the Difference in Reading Achievement," Language Arts, Vol. 54, No. 2 (February, 1977), p. 158.

Manipulation of the amount of time provided for learning is a crucial variable. Bloom points out that the normal distribution curve of achievement is a progduct of holding time constant. If time were allowed to vary according to the needs of the learners -- if every learner had the amount of time he or she needed - then every learner, theoretically, would achieve everything and the normal curve would become skewed toward success.[29]

James Block has concluded that the top 75 percent of a class can acquire the information typically acquired by the top 25 percent of a class if mastery teaching techniques are utilized.[30]

Over the years, when surveys of reading instruction have revealed serious shortcomings, the classroom teacher has been the target of severe criticism.

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[28] Benjamin S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, 1964), p. 40.

[29] Arthur W. Foshay, "Teaching Tactics and Teaching Strategy," Educational Leadership, Vol. 32, No. 6 (March, 1975), p. 374.

[30] James H. Block, Mastery Learning: Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1971), p. 40.

Considering his/her preparation, he/she performs better than one has any right to expect. The Harvard Report states:

> The student teaching program, perhaps the most essential constituent of the pre-service preparation, is often handicapped by brevity, inadequate supervision, and the absence of any selective criteria to insure that the cooperating teacher is a master teacher in fact as well as in name. Here, again, the fault lies not so much with the institution which is preparing the teachers as with those both within and without the profession who are unwilling to regulate more stringently the certification of teachers.[31]

Monahan states that "about anybody who wants to can teach school." He contends that teaching school is not taken very seriously by very many people. About three-fourths of the more than 1,500 institutions of higher education currently preparing teachers do not take it seriously.[32]

One of the major criticisms of teacher preparation programs in reading is that the programs are too theoretical. To be of any value, theory must be more closely related to practice. One means of accomplishing this is to move the reading methods course from the college classroom as a lecture course to an elementary or high school so that the students can obtain first-hand practical experience along with theory.[33] We must prepare training for new teachers and retain competent teachers so that each can assist pupils in acquring the skills for reading. Mary Jane Gray suggests a field-based program as one answer to improved preparation of reading teachers so that practical experiences can be provided.[34] According to research done by Gunderson, the single most important factor in the teaching of reading is the teacher.[35] If this is true, then the teacher must be well trained and qualified to teach reading.

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[31] Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in Elementary Schools (New York: The MacMillan Company, 1967), p. 7.

[32] William G. Monahan, "Some Straight-Talk about Teacher Preparation," Educational Leadership, Vol. 35, No. 3 (December, 1977), p. 202.

Since the advent of federal funding by the National Defence Education Act and the Elementary Secondary Education Act followed by the Emergency School Assistance Program, the Right to Read, and other grants, the market has been flooded with all types of materials. According to the publishers, these materials are specifically designed "to diagnose and correct," "to raise reading achievement," "to make individualized instruction possible," "to provide for extraordinary motivation," _ad infinitum_.[36] Determining which materials are excellent, which are mediocre, and which are worthless is an important task that is not well done.

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[33] Mary Jane Gray, "A Field-Based Reading Methods Course," _Language Arts_, Vol. 33, No. 4 (April, 1976) p. 380.

[34] _Ibid_, p. 383.

[35] Gunderson, Op. Cit., 372

[36] Richard C. Culyer, III, _Selecting and Using Materials: A_ (Mt. Gilead, North Carolina: Vineyard _Press, 1974a_), p. 1.

In addition to determining what materials are valid, teachers must have goals. It is essential that teachers ask themselves, "Why am I doing this?" The restrictions and limitations which Gunderson calls "text walls" must be removed so these goals can be established. Durkin says the detrimental influence of staying within these text walls has been noticed in schools in which basal materials are distributed and used in relation to grade level rather than to particular children. Certain things are taught at certain times in the school year and nothing is allowed to get in the way of the schedule.[37] Textbooks are predominantly written above grade level according to readability formulas.[38]

Need for parental involvement

According to Pieronkek, Japanese children seem to learn to read earlier than their counterparts in North America. In 1975 Sakamoto stated 'Japanese preschool children begin to read at home at age four without any formal instruction or reading readiness program.' According to Sakamoto, this is largely due to parents' realization of the importance of reading in academic pursuits and to the highly regular syllabic writing system.[39]

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[37] Dolores Durkin, "Goals for Reading Instruction," The Education Digest, Vol. 40 (March, 1975), p. 59.

[38] *Ibid*., p. 38

The role of parents in affecting children's success in reading is becoming increasingly recognized. When Artley (1975) asked one hundred education majors if anyone or anything besides teachers had contributed to their interest and ability in reading, the overwhelming response was "parents and family." Artley recommended that "parents be made full-fledged partners in the education process" through information on the school reading program and suggestions of supplemental home activities. George Gallup (1975) and Dorothy Rich (1973) have made similar recommendations.[40] Dolores Durkin states that the attitude of parents has been found to be crucial in beginning schooling. Parents actually set the child's pattern of language.[41]

Parents need to realize that they play a prominent role in the child's attitude toward, and progress in reading. It is important that the parent help the child develop appropriate health habits and social-emotional development. Culyer states, "A youngster needs to be understood and appreciated; to feel wanted, needed, and loved; to develop a positive self-concept; to be given positive guidance and direction; to be successful; and to be recognized."[42] Parents who are willing to take time and have an active interest, patience, and sufficient insight to observe their child's strengths and weaknesses, can create an effective learning environment which will pay rich dividends.

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[39] Florence T. Pieronkek, "Teaching Reading in Japanese Elementary Schools," The Reading Teacher, Vol. 31, No. 5 (February, 1978), p. 511.

[40] Annette Breiling, "Using Parents as Teaching Partners," The Reading Teacher, Vol. 30, No. 2 (November, 1976), p. 187.

[41] Durkin, op. cit., p. 48.

Research conducted by the National Education Association indicates that the greatest cause of poor reading ability among pupils is associated with absenteeism. Superb instruction by a teacher cannot overcome a child's or parent's failure to assume his own accountability factor. How can the school be held accountable for the child who comes sick or sleepy or determined not to learn? While the school should be concerned about these problems and attempt to remedy them, teachers cannot and should not be held accountable when pupils do not learn under these conditions. [43]

Culyer emphasizes:

> In large measure the extent of a person's success in school and in life is dependent on the variety and intensity of his experiences and the language he uses to think about these incidents.[44]

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[42] Richard C. Culyer, Parent and the School (Mt. Gilead, North Carolina: Vineyard Press, 1971) p. 6.

[43] Culyer, *op. cit.*, p. 3.

[44] Culyer, *op. cit.*, p. 1.

A number of educators believe the difference between a stimulating early environment and an impoverished one may well be worth twenty or more points as measured by intelligence tests. Benjamin Bloom contends that fifty percent of a person's intellectual potential is developed by age four and seventy-five percent by age eight.[45] If Bloom is correct, we can recognize the tremendous importance of taking every opportunity to broaden a youngster's experience and to develop his language.

Williams and Cunningham contend that the importance of parent involvement in the reading process has been supported again and again by research as well as personal experiences of reading teachers. It is essential that parents be involved and support their children's learning experiences if the children are to reach their fullest potential as students and readers.[46]

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[45] Bloom, op. cit., p. 41.

[46] David R. McWilliams and Patricia M. Cunningham, "Project Pep," The Reading Teacher, Vol. 29, No. 7 (April, 1976), p. 653.

Need for the Study

Nationwise research documents the extent of adult illiteracy in the United Stated. Furthermore, the continuous decline of Scholastic Aptitude Test scores in both verbal and quantitative has also been documented. At the elementary levels, Roy H. Forbes, director of the National Assessment of Educational Progress, reports that between 1971 and 1975, neither 13- nor 17-year olds advanced in reading achievement.[47]

More recently, the well-known Bennett Study has found that structured reading programs yield academic results which are superior to relatively non-structured programs.[48] In like manner, Gagne notes, "The most reasonable interpretation of current evidence is that systematic structured mastery in sequence is the surest way to attain mastery of basic skills. . . ."[49]

It is axiomatic that pupil progress is dependent upon teacher competence. Furthermore, articles by Singer (1977) and Hoover (1978) demonstrate the importance of program development.

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[47] Gonder, op. cit.

[48] John T. Guthrie, "Teaching Style and Pupil Personalties," The Reading Teacher, Vol. 31, No. 4 (January, 1978), pp. 468-470.

[49] Robert M/ Gagne, "The Learning Requirements for Inquiry," Journal of Research in Science Teaching, I (January, 1963), p. 144.

The current trend toward mastery teaching places emphasis on diagnostic, instructional and evaluative strategies, as well as appropriate uses of materials.

Finally, research evidence exists to indicate that a significant positive correlation exists between characteristics of the home and pupil achievement in reading.[50]

A successful school-wide program with exportable components could provide both content and process to educators whose schools are in need of self-renewal.

DEFINITION OF TERMS

Although terms used in this study are rather common in today's educational discussions, they are defined here for clarity.

Performance-based education is what one actually does and is based on knowledge of the instructional content and pedagogy. This term is often used synonymously with competency-based education.

Competency-based education refers to a program which "requires the specification of competencies demonstrated by the learner and makes explicit the criterion to be applied in assessing the learner's competencies.[51] It is designed to develop and demonstrate those competencies believed to be necessary for effective teaching. The Oregon Board of Education defines competency as "the demonstrated ability to bring about the expected outcomes of a role or function included in a job definition."[52] Dodl defines it in similar terms as "the demonstrated ability to perform to criterion and job levels."[53]

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[50] James Coleman, Equality of Education Opportunity (Washington, D. C.: U. S. Government Printing Office, 1966).

Staff Development is the process of providing in-service assistance without special regard for the selection of participants or the educational outcomes. Example: When school system X has a workshop and attendance is optional, credit is given primarily for attendance.

In-Service Training is any assistance provided to professionals subsequent to the time they accept employment in a school system.

Program Development is the process for providing in-service with special consideration for selection of participants and a program designed to affect specific educational outcomes. Example: The total faculty of a school participating in in-service based on identified needs with each individual expected to demonstrate in the classroom the competencies presented during the in-service.

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[51] W. A. Weber and C. Rathbone, Developing Instruction Strategies. In J. H. Cooper, W. A. Weber, and C. E. Johnson (Eds.) Competency-Based Teacher Education, Vol. 2, A Systems Approach to Program Design. (Berkeley: McCutchan Publishing Company, 1973), p. 21.

[52] Oregon Board of Education, Educational Personnel Development: A Planning Statement (Salem, Oregon: State Department of Education, November 1, 1973), p. 6.

[53] Normal R. Dodl, "Selecting Competency Outcomes for Teacher Education," Journal of Teacher Education, Vol. 24. (1973), p. 195.

Small City Public School is a community with 10,000 to 25,000 residents. Example: Lexington, North Carolina.

Comparability Components are variables such as a level of parental formal education, socio-economic status, measured intelligent quotient band, race, sex, etc.

Criterion-referenced test - a test based on the actual material a child is to be taught or has been taught. A standardized achievement test designed to measure the important understandings, skills, and abilities that are the desirable outcomes of the curriculum. The norm-referenced test compares the performance of children with their peers.

Limitations

This study had the following limitations:

1. It was restricted to the students, teachers, and parents of the experimental school which was Southwest Elementary School in Lexington, North Carolina and the Control School which was South School in Mooresville, North Carolina.

2. It is limited to a two year school term at the experimental school and to a one year school term at the control school.

3. Other limitations to this study included: lack of control over child's environment; lack of control over parental apathy; and lack of a specified work area where teachers could prepare materials.

PARTICIPANTS

Participants in this study included the superintendent of the Lexington City School, the Lexington City School Board, the supervisor of the Lexington City Schools, faculty, students, and parents of Southwest Elementary School, the principal, faculty, students, and parents of the control school, the communication services and service organizations in the community, the Program Development Specialist and the two researchers.

SUMMARY

In summary, several factors stand out:

1. Despite much emphasis on reading and many innovations to rectify reading deficiencies, a large percent of our population still lack essential reading skills for survival.
2. National, and local pupil assessment data indicate that large numbers of students are continuing to lag behind in reading skills.
3. The billions of dollars spent on educational disadvantaged children have had little long-term impact.
4. Blame has been placed on the colleges for their inadequate preparation and theoretical training programs.
5. Public schools and teachers have been castigated for their unsystematic and uncoordinated programs in reading.
6. Textbooks have been criticized as being irrelevant and too difficult.
7. Parents have been reminded that they have a vital role to play in educating the whole child.

This study was conducted to improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional reinforcement and recreational strategies designed to meet the individual needs of students, to increase student achievement in reading commensurate with their ability and desire to read, to provide creative enrichment activities, to stimulate an appreciation of good literature, and to increase the participation and involvement of parents in the academic development of their children.

In chapter one the writers presented the need for this study, the hypothesis, the purpose, and the significance of the study. The following is a breakdown of what follows in subsequent chapters: Chapter two is a review of what the literature has to say about competency based teacher education. Chapter three gives the methodology of the study and a description of project IRIS. Chapter four gives an analysis and interpretation of the test data. Chapter five brings together the summary, the findings, and lastly, the recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Amid the controversy regarding Competency-Based Teaching Education, a major question which arises is, "How is teaching competency to be defined?" In 1973, Johnson and Shearon defined Competency-Based Teaching Education as "a teacher preparation program which precisely specifies that teachers must exhibit those competencies assumed to promote desirable pupil learning and/or demonstrate their ability to promote desirable learning among pupils."[1] The authors of the Final Report of the Committee on National Program Priorities in Teacher Education reserved the term "competency-based teacher education" for programs which accept measures of "the effects of training on a teacher's behavior under actual classroom conditions" as measures of teacher effectiveness.[2] In 1973, Cooper and Weber wrote:

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[1] Gilbert F. Shearon and Charles E. Johnson, "A CBTE Program in Action: University of Georgia," The Journal of Teacher Education, XXIV (Fall, 1973), p. 187.

[2] Final Report of the Committee on National Program Priorities in Teacher Education, The Power of Competency-Based Teacher Education, U. S. Department of Health, Education, and Welfare, Office of Education, No. 1, 1-0475, Grant No. OOEC-0-71-2849,(July, 1971), p. 35.

> Competency-Based Teacher Education refers to a program which requires the specification of competencies demonstrated by the learner and makes explicit the criterion to be applied in assessing the learner's competencies, and holds the learner accountable for meeting those criteria. The terminology is often used interchangeably with Performance-Based Teacher Education.[3]

Some educators (Dodl, 1973; Joyce and Weil, 1972; Furst and Rosenshine, 1971) equate competency with attainment of a minimal level of performance.

In defining competency-based teacher education, Stanley Elam described five essential elements of competency-based teacher education. They include:

> 1. Competencies should be derived from a meaningful base, and they must be stated in advance so as to make possible a specific assessment of the student's behavior.
>
> 2. Criteria that are to be used in assessing competencies are to be congruous with the competencies, made public in advance and explicit enough to take into account the demonstration of a competency under specific conditions.
>
> 3. Competency assessment should use the student's performance as evidence, taking into account his prior learning history. The assessment should strive for objectivity.
>
> 4. A student's rate of progress through any given program should be dependent upon his demonstrated competency rather than the conventional system of completing courses.

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[3] W. A. Weber and C. Rathbone, Developing Instruction Strategies, In J. H. Cooper, W. A. Weber, & C. E. Johnson (Eds.), Competency-Based Teacher Education, Vol. 2, A Systems Approach to Program Design, (Berkeley: McCutchan Publishing, 1973), p. 58.

> 5. Any instructional program should be designed to facilitate the development of competency as well as to take into account the student's achievement as he progresses through the program.[4]

Although Competency-Based Teacher Education has been defined in various ways, there is general agreement on at least two basic elements. The first essential characteristic is the specification of teacher competencies which form the basis of the entire program. The second is the design of assessment techniques directly related to the specified competencies which are necessary in order to determine whether or not a student has achieved the competencies.[5]

Background of Competency-Based Teacher Education

A review of the literature reveals that Competency-Based Education is not a totally new concept. More than forty years ago, the Congress of the United Statss authorized The National Survey of Teacher Education. In the final volume of the survey, Summary of Interpretations, Evenden, the chairman of the Survey Commission wrote:

> If the curriculum for teachers could be based upon a thorough acquaintance with the work that teachers will be called upon to do, and also the things which they should be able to do in

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[4] Stanley Elam, Performance-Based Teacher Education: What Is The State of the Art?, (Washington: American Association of Colleges for Teacher Education, 1971), pp.6 pp. 6-7.

[5] Robert A. Roth, The Nature of and Alternatives for Teacher Competency Statements and Implications for Assessment Techniques (Michigan State Department of Education, Lansing Teacher Preparation and Professional Development Services, 1974), p. 4.

> order to improve the existing conditions, then the prescriptions could be made in terms of providing best preparation...This concept of 'competency' in the field, if used as a basis for constructing professional curricula for teachers, can do much to correct the present limiting effect of the vested interests of departments which so often interfere with the larger purpose of preparing teachers.[6]

Today, Competency-Based Teacher Education is a controversial and frequently discussed topic in education. (Keller, 1968; Eisner, 1969: Popham and Baker, 1970; Elam, 1971; Cooper and Weber, 1972; Howsam and Houston, 1972; Broudy, 1972; Bullock, Dykes and Kelly, 1973; Devalt, Anderson, and Dickson, 1973; Schmeider, 1973a, 1973b, 1973c; Shores, Cegelka, and Nelson, 1973; Blackburn, 1974; Merwin, 1974; Rosner and Kay, 1974, Nelson, 1976; Miller and O'Bruba, 1976; Gerber, 1976; Bruce and Miller, 1976; Adams and Shuman, 1976).

In a study conducted by Melvin G. Villeme in 1974, eight of the fifty states were using some form of competency-based requirements for certification. Twenty states had no such plans, However, most states were giving competency-based certification some real thought.[7]

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[6] E. Evenden, National Survey of Teacher Education, Vol. 1, Survey and Interpretations, Bulletin, 1933, No. 10, U. S. Office of Education (Washington, D. C., Government Printing Office, 1935), p. 129.

[7] Melvin G. Villeme, "Competency-Based Certification: A New Realty?" Educational Leadership Journal, Vol. 31 (January, 1974), pp. 348-349.

The two states moving most vigorously in the direction of competency-based certification were Texas and New York. Texas had issued a mandate that "all presently approved programs must be converted to competency/performance-based programs by September 1, 1977.[8]

Concerned about the public's emphasis on accountability, the Commissioner of Education of the State of New York set out to "assure the public that personnel in schools were certified on the basis of demonstrated competence rather than on total reliance on college courses."[9] In 1972, he issued regulations requiring all certification programs be reorganized in a competency-based field-centered format. He viewed the ideal training program as one which would integrate theory and experience.[10]

Schools of Thought Regarding Competency-Based Teacher Education

Despite all the discussion regarding Competency-Based Teacher Education goals, a much-needed consensus is not easily obtained. According to Elam (1971) and

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[8] Ibid.

[9] A Competency-Based Teacher Education Program for N-6 Certification, (State University of New York, Potsdam College at Potsdam, 1975), p. 3.

[10] Ibid.

Schmeider (1973), competency-based programs differ from state to state and from research project to model programs.[11] According to the National Advisory Council on Education Professions Development, there are at least four different schools of thought on how teacher education program goals or competencies should be derived.

> 1. One approach is to derive competencies from some general theory of teaching. While these competencies seem particularly logical since they are derived from a unified conception of the teacher's role, they may possess little practicality in the real world of teaching.
>
> 2. At the other extreme, the issue of goal orientation may be avoided by deriving competencies from task-analyses of teachers in the real world. Although teachers trained in these competencies may be particularly effective in one environment, they may not be able to transfer their teaching skills to other environments. Additionally, programs based on these task-analyses may do more to preserve a status quo than contribute to the development of better approaches to teaching.
>
> 3. Others insist that competencies must be derived from classroom research. Teachers would receive training in those behaviors which have been demonstrated to have a beneficial effect on students. But according to Rosenshine and Furst (1971), there is little research on which to base teacher education programs.
>
> 4. Finally, a competency-based program may be created from an existing teacher education program

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[11] L. M. Bullock, et. al., Competencies Needed for Teaching Emotionally Disturbed and Socially Maladjusted Children and Youth: Implications for Staff Development, (Gainesville, Florida: Florida Educational Research and Development Council, 1972).

through a combination of label changes and minor alterations, using existing courses and criteria, quickly restated as competencies.[12]

Characteristics of Competency-Based Teacher Education

Although there is general agreement on the need to improve teacher education, there is little agreement as to what characterizes a model teacher education program or competency-based teacher education. In 1972, Johnson listed the following characteristics of a model teacher education program:

1. Be Competency-Based;
2. Provide for differences among individual learners;
3. Provide for humanization and personalization of instruction;
4. Be socially relevant;
5. Be managed by systems technology;
6. Require systematic evaluation, review and revision;
7. Be accountable for student progress; and
8. Be organized and managed by the principle of multi-institutional responsibility.[13]

According to Finch and Hamilton, there are five elements that appear to distinguish competency-based teacher education from other programs.

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[12] Competency-Based Teacher Education: Toward a Consensus, (National Advisory Council on Education Professions Development, Washington, D.C., 1976), p.13.

[13] Charles E. Johnson, "Some Basic Principles Underlying Performance-Based Programs for Higher Education" (The University of Georgia, 1972), p. 4. (Mimeographed).

1. Competencies (knowledge, skills, behavior) to be demonstrated by the students are:

    a. Derived from explicit conceptions of teacher roles,
    b. Stated so as to make possible assessment of a student's behavior in relationship to specific competencies, and,
    c. Made public in advance.

2. Criteria to be employed in assessing competencies:

    a. Based upon, in harmony with, specified competencies,
    b. Explicit in stating expected levels of mastery under specified conditions, and
    c. Made public in advance.

3. Assessment of the student's competency:

    a. Uses his or her performance as the primary source of evidence,
    b. Takes into account evidence of the student's knowledge, relevant to, planning for, analyzing, interpreting, or evaluating situations or behavior, and
    c. Tries for objectivity.

4. The student's rate of progress through the program is determined by demonstrative competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.[14]

Finch and Hamilton list the following as characteristics of competency-based teacher education:

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[14] Curtis N. Finch and James B. Hamilton, "Competency-Based Instruction for Vocational Teachers Current Status and Future Prospects" (paper presented at the Southern Agricultural Education Conference, Williamsburg, Virginia, March, 1975), p. 4.

1. Instruction is individualized and personalized.
2. The learning experience of the individual is guided by feedback.
3. The program as a whole is systematic.
4. Emphasis is on exit not on entrance requirements.
5. Instruction is modularized.
6. The student is held accountable for performance.[15]

A review of the literature reveals a diversity of programs and characteristics bearing the label of competency-based teacher education. However, the January, 1975 ERS Bulletin stated:

> A total of 123 separate performanced-based teacher education programs for prospective teachers of nursery school through grade eight were identified in a recent national survey conducted by the Educational Testing Service. An additional fifty-three programs trained secondary teachers. In nearly all of the seventy-five responding public and private institutions, traditional training programs were also available. Nearly all of the reported programs were on the undergraduate level. A total of 24,399 students were enrolled in PBTE programs in the seventy-five responding schools. According to the responses, the theory, the approach, and the objectives of the program are generally similar; the differences were the specific instructional strategies being used and their implementation. The major concern expressed by most of the institutions was the evaluation of the students, modules, and programs.[16]

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[15] Ibid., p. 5.

[16] "Survey of PBTE Programs, "ERS Bulletin, Educational Research Service, Inc., Vol 2(January, 1975), p. 1.

Controversial Issues on Competency-Based Teacher Education

Competency-Based Teacher Education has both advocates and equally strong critics. Decrying the use of behavioral objectives and the inconsistency of competency-based teacher education programs, Patrick Groff has offered the following criticisms:

1. Competency-based teacher education maintains it represents a highly individualized and personalized instruction.

2. Competency-based teacher education is convinced that teacher education should be conducted at teachers' colleges without failure.

3. Now, time, rather than students' aptitudes, interests, prior knowledge, grade point average, or level of intelligence becomes the critical factor in the mastery of behavioral objectives.

4. The evidence so far which indicates that the degree to which behavioral objectives specify certain behavior is not a reliable determiner of student learning.

5. It is simply not so, as performance-based teacher education claims, 'that the only evidence available to show that an individual has learned something is his ability to perform or do something that overtly demonstrates the learning.'

6. Behavioral objectives are not based on a theory that would govern the size of behavioral objectives, tell which specific behavioral objective is the most appropriate reflection of a certain knowledge, or what the expected standards of behavior in this instance should be.

7. Behavioral objectives violate the iron law of forgetting as established by Ebbinghaus over sixty years ago.

8. Research has not yet identified those explicit, overt behaviors performance-based teacher education claims are necessary for all teachers to perform if children are to learn.

9. There is an apparent lack of consistency among the thoughts of its individual advocates.[17]

In his discussion of a competency-based research course offered at Florida International University, Gay presented the following pros and cons. He said:

> It has now been determined that (1) pre-specified competencies and criterion-referenced evaluation are essential and desirable components of a competency-based research course; (2) testing of subcompetencies is apparently essential in order to assure comprehension of prerequisite knowledge; (3) credit-no-credit grading is unacceptable on both philosophical and practical grounds to students, instructors, employers, and graduate schools; (4) self-pacing is detrimental to both students and instructors; and (5) unlimited recycling is inefficient and unproductive even when accompanied by intensive, individualized feedback.[18]

The National Advisory Council on Education Professions Development warns:

> Different types of institutions are attempting to utilize competency-based teacher education to improve their programs. When this occurs, three things can happen:
>
> 1. The procedures for using competency-based teacher education may be so abstract or so general that they render the process meaningless .

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[17] Patrick Groff, "Can Behaviorism Save Teacher Education?" Teacher Education Forum, Vol. 3, Number 12 (May, 1975), pp. 5-12.

[18] L. R. Gay, Evolution of an Innovation: Development of a Competency-Based Educational Research Course, 1972-1976 (April, 1976), pp.17-18.

> 2. At the opposite extreme, the procedures may be so specific, so detailed, that they become restrictive, dehumanizing, and unsuitable.
>
> 3. There may emerge a balanced, thoughtful compromise and consensus that applies competency-based teacher education according to the appropriateness of the tasks specified.[19]

In a paper presented at the 1974 Conference on English Education, Brunetti stated:

> Competency-based teacher education is designed to insure that schools will remain essentially as they are, that is, serving the same politico-economic function as in the past. In this approach there is no consideration as to how teachers should teach. The competencies identified are based on teaching as it is rather than as it might or should be. Career education establishes as a prime goal of schools the preparation of students for the world of work, rather than primarily preparing them for life in a democracy.[20]

Fay Bowren, in assessing the program at Illinois State University, maintains:

> Many students feel insecure without grades. There is a tendency for students to become test-oriented rather than to emphasize learning in order to become excellent teachers. They become uninterested in anything whatsoever which is not on some competency test. Students also tend to become 'learners in a hurry' because they are not pacing themselves properly and thus have no time for 'in-depth' learning, even when it is available to them.[21]

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[19] Toward a Consensus, op. cit., p. 22.

[20] Gerald J. Brunetti, Career Education, CBTE and the Politics of Change in Teacher Education (paper presented at the Annual Meeting of the Conference on English Education, March 28-30, 1974), p.8.

[21] Fay F. Bowren, Competency-Based Teacher Education: Pleasures and Perils (U.S. Department of Health, Education and Welfare Office of Education, n.d.), p.4.

Bowren has observed that:

> Although competency based education offers more opportunities to evaluate teaching performance rather than mere memorization of educational concepts, this may be only theoretically possible.
>
> Some students perceive competency-based teacher education as being dehumanizing and impersonal.
>
> A large percentage of university students are not ready to accept the responsibility for their own learning. They have not been trained to be self-motivated, self-directed learners.
>
> Working through self-instructional module can become lonely learning.[22]

Examining other possible perils relating to the competency-based teacher education concept, Bowren saw (1) the need for compromise and meshing of individual philosophies; (2) the inability of all staff members to work as a team; (3) the unwillingness of some staff members to assume expected responsibility to the project, much less to expand more than a minimal amount of time and energy meeting individual student needs and creatively contributing to the development of the program; and (4) student preference overloads certain team members and under-utilizes the talents of others.[23]

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[22] Ibid., pp.4-5.

[23] Ibid., pp. 9-10.

In his critique of the Rhode Island College Competency-Based Teacher Education Project, Stieglitz admonished, "An inherent danger of modular designed courses is that they can lead to a mechanistic and dehumanized approach to teacher education.[24]

In discussing some of the issues in competency-based teacher education, Tarr wrote:

> The inadequancy of the conception of teacher role and the absence of questions concerning the actual and continuing perfomance of those who have demonstrated their ability to perform are weaknesses in comeptency-based teacher education...no distinctions are drawn about the values of the various competencies. Too little attention is paid to the affective and cognitive domains. The individualization claimed for comeptency-based teacher education.[25]

In 1975, Pearson expressed the fear that "competency-based teacher education, with its use of individualized instructional modules may neglect the central skills of teaching -- the communicative process, as communicative experience cannot be packaged."[26]

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[24] Ezra L. Stieglitz and others, Right to Read Preservice Teacher Preparation Project. A Competency-Based Teacher Education Model, A Final Report, 1974-1976, Vol. 1, 1976, p. 72.

[25] Elvira R. Tarr, "Some Philosophical Issues in Competency-Based Teacher Education." (Paper presented at Annual Meeting of American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973), p. 13.

[26] Robert P. Pearson, A Word of Caution on Individualized Instruction in Teacher Education. U. S. Educational Resources Information Center, ERIC Document ED 103 420.

Dill argued, in 1974, that teaching competency must not be confused with teaching performance. He wrote:

> Only under idealized conditions can teaching behavior be taken to be a direct reflection of teaching competence, and actual facts of teaching performance cannot ever directly reflect teaching competence. Observation of actual teaching behavior has shown numerous false starts, deviations from plans, etc. Teaching competence, then, is concerned with an ideal teacher in a completely adequate classroom, who knows the pedagogy and content perfectly and is unaffected by classroom conditions of crowding, inattention, distractions, etc.[27]

In a performance-based teacher education series published in 1975, William Drummond and others cited the following problems and issues which are applicable to both traditional teacher education and performance-based teacher education:

> 1. Programs lack individualization and personalization.
>
> 2. Programs include too little or too much theory with a consequent lack of usefulness or applicability in the real world.
>
> 3. Programs place too little or too much emphasis on the liberal arts.
>
> 4. Programs place too much emphasis on the present ... not enough on the future.
>
> 5. Programs attempt to prepare candidates for a generic teacher role, rather than for a variety of roles.

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[27] N. L. Dill, "A Theoretical Reformulation of the Concepts of Competence and Performance in Teacher Education," (paper prepared for the annual meeting of the American Educational Research Association, Chicago, April 15-19, 1974), pp.29-30.

> 6. Program design is based on the assumption that one can learn through an apprenticeship approach.[28]

Despite all the criticism and warnings concerning the weaknesses and limitations of competency-based teacher education, the literature reveals many advantages, concurring with Bowren's assessment of Illinois State University's competency-based teacher education program:

> 1. Competency-based programs are built around meaningful instructional objectives that are behaviorally stated so that they can be observed or measured in terms of student learning rather than teacher activity.
>
> 2. Competency-based instruction is criterion-referenced rather than norm-referenced so there is no need for grades.
>
> 3. Students can receive immediate feedback concerning their progress in reaching the desired proficiency in each teaching skill.
>
> 4. Competency-based instruction is multi-media oriented and is one of the most flexible models of teacher education.
>
> 5. Students are actively involved in the learning activities.
>
> 6. Students participate, interact with the materials, and work with the faculty on a one-to-one basis.[29]

In assessing the Rhode Island College Program, Stieglitz stated the reactions of the cooperating reading specialists as follows:

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[28] William Drummond and others, Performance-Based Teacher Education: A 1975 Commentary, PBTE Series, No. 19 (American Association of Colleges for Teacher Education, Washington, D.C., 1975), p.9.

[29] Bowren, op. cit., p. 4.

> They rated the competency-based approach over conventional methodological approaches in terms of value for students, communication effectiveness, and role delineation.[30]

Stieglitz further states that "the competency-based approach permits the use of a variety of post-assessment procedures."[31]

The American Primary Experimental Program, better known as APEX, enumerated four advantages of a competency-based teacher education program as:

> 1. Curriculum remains open-ended and not bound by semester time frames.
>
> 2. Curriculum is organized so as to actively involve all dimensions of the learner.
>
> 3. A given object or phenomenon may be viewed through many perspectives.
>
> 4. Both students and professors know exactly where each individual stands throughout the program. Grading is straightforward. Each student receives what he earns.[32]

Speaking for competency-based teacher education, in 1973, Shugrue wrote:

> Focusing on individual abilities and needs, on objectives, and on the sharing process by which these objectives are formulated, performance-based teacher education offers valuable alternatives to curriculum requirements, course offerings, and credit and grading systems in many undergraduate, departments in the arts and sciences. Performance-based teacher education can promote the most

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[30] Stieglitz, op. cit., p. 74.

[31] Ibid.

[32] Ibid.

> rigorous questioning of goals. Ultimately, each teacher can be more explicit about what he intends to do in his course, and he can begin to think of his work in terms of changes in student behavior.[33]

In arriving at a valid evaluation of competency-based teacher education, five questions should be considered.

1. Does a competent teacher emerge from the program?
2. Do the individual instructional components meet their stated criteria?
3. Are the program components arranged for optimum learning?
4. Is the pre-assessment valid for placement of students in the program?
5. What is the place of parity (consenus of teachers, a school administrators, students, public, and college faculty) in a competency-based teacher education program?[34]

Summary

A review of the literature on competency-based education has produced a wealth of material, much of it biased and opinionated. Various definitions of competency-based teacher education have been given, but there is general agreement that specification of teacher competencies and assessment techniques directly related to the specified competencies are necessary.

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[33] Michael F. Shugrue, Performance-Based Teacher Education and the Subject Matter Fields, PBTE Series No.11 Washington: American Association of Colleges, 1973),p.5.

[34] Patrick Demarte, et. al.,"Evaluation of a Parity Model Competency-Based Teacher Education Program in Science Education." (paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Chicago, Illinois, April, 1974), p.2.

A. brief history and background of competency-based teacher education has been unveiled, indicating that the term "competency" is not new, but that the term competency-based teacher education is.

Various characteristics of competency-based teacher education have been considered, such as: (1) Instruction is individualized and personalized; (2) The learning experience of the individual is guided by feedback; (3) The program as a whole is systematic; (4) Emphasis is on exit not on entrance requirements; (5) Instruction is modularized; (6) The student is held accountable for performance. However, there are as many characteristics of competency-based teacher education as there are schools providing competency-based teacher education.

Some concerns of Competency-Based Teacher Education have been discussed reminding the researchers that care must be taken that competency-based teacher education not become too restrictive and dehumanizing. Some perils which should be avoided are: the need for compromise, the inability of professions to work as a team, the unwillingness of some staff members to perform the minimal amount of work required, and the danger of overloading some and underutilizing others.

So far, none of the literature has focused on the idea that the basics in the successful teaching of reading are not competently provided unless the teacher is thoroughly trained to teach reading.

The methodology of the study and a description of Project IRIS will be discussed in Chapter 3.

CHAPTER III

RESEARCH ENVIRONMENT AND PROCEDURES

An examination of the test results for Lexington City Schools revealed the fact that students at Southwest Elementary School were making little, if any, progress in reading achievement. The teachers recognized that there was a need for a more adequate diagnosis and evaluation of reading achievement, that there was a need for more meaningful instructional materials and experiences, and that they needed to be trained in teaching methods that would improve pupil achievement in reading.

In observing teachers in the classroom, the principal recognized that a few students were capable of working above grade level; a few were at grade level; and a large percentage were working below grade level. Even though the school contained only grades three, four, and five, there were instructional needs indicating a need to work at the pre-primer level. The principal also recognized that most students were not receiving adequate instruction, but, due to the principal's lack of knowledge in how to effectively teach reading, there was very little that could be done without outside assistance at this time. As a consequence, during the school year 1975-76, the principal and staff worked to secure federal funds to improve reading instruction at Southwest Elementary School.

The purpose of the study entitled, "An Analysis of the Effectiveness of a Competency Based Strategy in the Improvement of Reading Instruction" was and is to improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional reinforcement and recreational strategies designed to meet individual needs of students; to increase student achievement in reading commensurate with their ability and desire to read; to provide creative enrichment activities to stimulate an appreciation of good literature; and to increase the participation and improvement of parents in the academic development of their children. Materials were identified, organized, and made available for teachers and pupils to use to enhance their academic growth.

This chapter presents the design and description of the ongoing research study and includes the design for the evaluation plan; a description of Project IRIS which is the implementation of the competency-based program in an elementary school; and a comparative analysis of the experimental and control school involved in the study.

Limitations

This study is not limited to a random sample, but includes all students for whom complete data is available enrolled in the experimental school, Southwest Elementary School, Lexington, North Carolina, and the control school, South School, Mooresville, North Carolina. Many of the children involved in the study have below average intelligence as measured on the Wechsler Intelligence Scale for Children, the Slossan Individual Intelligence Test, or the California Test of Mental Maturity. Many families are very mobile, and frequently, children do not stay in one place long enough for their records to be received by the school. Many parents are apathetic about what their children are doing in school, and there is much absenteeism. Because of these limitations, it is felt that the test results are highly significant, and would prove even more significant in an environment where there is family stability and parental interest in the long range education of their children.

Research Setting

The experimental school and the control school used in this study have very similar characteristics as can be seen from the following descriptions.

The Experimental School - Southwest Elementary School - Lexington, North Carolina. Southwest Elementary School is one of nine schools located in the Lexington City School System. This school has an excellent location in the heart of the Piedmont section of North Carolina. Before moving to the present location, Southwest Elementary School was called Holt Elementary School and was located in the southeastern section of Lexington about one mile from the center of town. Since the once quiet and safe location had become a safety hazard and a noisy, distracting location, due to the proximity of the Southern Railroad and the congested highway, the school was relocated and renamed.

The economy of the area served by Southwest Elementary School is based primarily upon furniture manufacturing, fiber glass manufacturing, battery production, textile manufacturing, apparel manufacturing, food processing, plus those dependent upon domestic labor, and welfare for their livelihood. The labor force in the area served by Southwest Elementary School is characterized by a preponderance of unskilled and semi-skilled workers - approximately 50 percent are factory or other blue-collar workers. About one percent of the parents are professional or managerial personnel, and approximately twelve percent are sales, clerical, and technical, or skilled workers. The other 37 percent are made up of those who are unemployed, in prison, and the housewives.

The community plays a vital and positive part in the school program. The Charity League clothes children, furnishes fuel and food, and provides an audiometric testing program as well as presenting children's classics in drama each year. The Civinettes provide shoes for the needy children and have assigned specific members to the school to take care of these children. The Lexington Woman's Club provides funds to pay for dental care for indigent children. The YMCA sponsors and provides transportation for many after school activities for the children. Many of the boys are members of Little League football, basketball, and baseball teams sponsored by the YMCA. Cheerleading squadrons are also sponsored for the girls by the YMCA.

The Parent-Teachers Association is very active and assists the teachers with many services. One important service performed by these parents is that of sponsoring the use of the telebinocular machine to test the eyes of all children.

The local mental health clinic provides limited psychological testing of mental ability and family counseling. These services are used by children and parents of Southwest Elementary School.

Workers from the Davidson County Department of Social Services counsel with many families who are plagued with such problems as alcoholism in the home, only one parent living in the home, extreme poverty, illiteracy, and other social problems. The Social Services staff also provides funds for families whose utilities are subject to termination, finds foster homes for those living under undesirable conditions, and helps in alleviating deplorable living conditions. The court counselors and juvenile officers work with many of these families whose children are on probation.

One of the newest additions to the community, and one of the most valuable of the services provided, is the Davidson County Community College. Teachers attend workshops for certification purposes as well as for learning new leisure time activities. Some parents attend Davidson County Community College in pursuit of a high school diploma or a college degree; others attend vocational classes to learn skills; still others take remedial reading courses.

Holt (now Southwest) Elementary School was integrated in 1964-65 under "freedom of choice" with approximately five black students who had requested the assignment to Holt. In 1965-66, the black student membership increased to approximately eighteen students. In the fall of 1966-67, the teaching staff was integrated beginning with the librarian. At that time, 1966-67, there was about twenty-five black students in the school.

The freedom of choice plan remained in effect until the 1969-70 school year when plans were developed to divide the city into three zones with a primary school and an elementary school in each zone. In the fall of 1969, Holt School became a totally integrated elementary school with grades three, four, and five. This organizational plan is still in effect today. The school population for Southwest Elementary School now for the 1977-78 school year is approximately forty percent black and sixty percent white.

The Control School-South School - Mooresville, North Carolina. South School is one of five schools located in the Mooresville City School System. This school is also located in the heart of the Piedmont section of North Carolina. Before moving to its present location, South School was located in the southeastern section of Mooresville near the center of town. As noise, distractions, crowded conditions, and congested highways became an impediment to learning and a detriment to safety, the school was relocated, with a close proximity to a junior high and high school.

The economy of the area served by South School in Mooresville is based primarily on textile manufacturing. The following is a breakdown of the labor force in the area served by South School: 9 percent construction; .5 percent agriculture; 2.5 percent clerical; 6 percent truckdrivers; 9.2 percent professional; 36 percent textiles; and 17.3 percent business. These can be categorized as 36 percent semi-skilled, 18 percent service occupations, 21 percent skilled, 23 percent unskilled, and 2 percent unemployed.

The following agencies in the community are vital to the success of the school program at South School. The Junior Civic League checks the children's eyes using the Snellen Chart, checks and records heights and weights of students, helps needy families, and serves as volunteers in the classroom. The Civitan Club organizes fund-raising projects in an effort to help trainable retarded children. The Parent-Teacher Association engages in many fund-raising projects and serves as classroom volunteers. The local Social

Services Agency provides a full-time social worker who counsels parents and students, and provides financial help for indigent families.

Mitchell College is located near South School so that teachers may attend workshops for certification purposes, where parents may receive additional education when needed, and students at South may have access to competently trained guidance personnel.

South School was integrated under "freedom of choice" from 1964-67. In the fall of 1966, the teaching staff was integrated. Blacks now comprise 11 percent of the faculty and approximately 30 percent student population.

THE EVALUATION INSTRUMENTS

The original evaluative plan was designed to compare the Southwest Elementary School, Lexington, North Carolina, research data from the 1976-77 period and the 1977-78 period with Southwest Elementary School data gathered prior to the funding of Project IRIS (1975-76) school year In 1977-78, a control group, South School, Mooresville, North Carolina was added, and a comparison of reading achievement gains were made, comparing Southwest Elementary School and South School using the Stanford Achievement (Reading) Test.

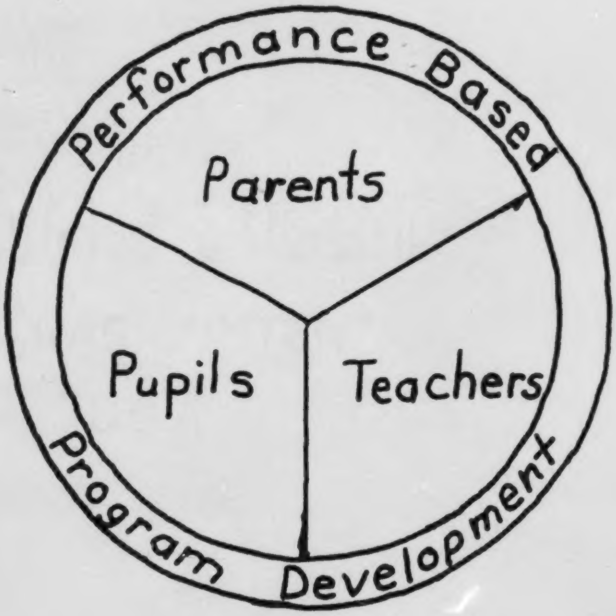
All standardized reading achievement test data were derived from the results of the Stanford Achievement (Reading) Tests. In the baseline year (1975-76) and the first project year (1976-77), the pre and post tests were administered on a May to May basis. During the second project year (1977-78), the pre and post test were administered on a September to May basis.

Initial Reading Inventory pre and post tests were administered individually prior to the first day of school in August during both years of the research study using two forms of an Initial Reading Inventory. These were designed and developed to coordinate with the instructional program being used.

All children for whom complete testing data are available are included in the data analysis. This includes pupils designated as Learning Disabled, Educable Mentally Handicapped, and Trainable Mentally Handicapped as well as the students without these problems.

DESCRIPTION OF THE MAJOR COMPONENTS OF PROJECT IRIS

The diagram below presents the major components of Project IRIS.


Performance Based
Parents
Pupils
Teachers
Program Development

The plan of action was to provide an intensive training program for each of these three key groups. Teachers were to receive specific instructions both as a total faculty and as individuals using a performance based operational plan where teachers demonstrated the specific teaching and reinforcement techniques.

The Stanford Achievement (Reading) Test and the Initial Reading Inventory were used as measures of their performance along with classroom observations by the principal and the External Program Development Specialist. The External Program Development Specialist was provided to develop teacher observation criteria for use as self-evaluative and external evaluative instruments in a variety of classroom experiences. A checklist is found in Appendix D that was used in the evaluation of the teacher using the language-experience approach, single concept cards, basal readers, and independent activities.

Plans were made and executed, through the Parent Advisory Council and the Parent-Teacher Association, for conducting workshops for parents. In these workshops, techniques were presented and demonstrated on teaching children using single concept cards, reading with children at home, experiences away from school that can be used as learning experiences, and how reading is taught in the school. Parents were encouraged to bring their own children to the workshops at Southwest Elementary School in order to make immediate application of the techniques being presented and demonstrated. The parents were also invited to visit the school to observe a reading lesson being taught. These workshops were conducted by the External Program Development Specialist, and were held during regular Parent-Teacher Association Meetings, during the school day, and in special sessions in the evening.

In working with the third group, the children, the purpose was to improve the children's level of achievement through the adoption of a differentiated curriculum for children realizing that all children's needs vary. To achieve this purpose all readers, the highly competent, the very poor readers, and those in between, were provided an almost personalized curriculum. In utilizing the differentiated curriculum, mastery teaching techniques were employed as a teaching technique. On daily work, a score of 70 percent was accepted as the minimum mastery level. On mastery tests designed by the publishers of the basal readers, the recommendations established by them was followed in determining mastery of material. No child was advanced to the next level without proving sufficient mastery of the previous level.

The complete proposal for Project IRIS is reproduced in Appendix A. Two annual documents (for 1976-77 and 1977-78) identifying specific objectives, strategies, and formative evaluation plans for Project IRIS are contained in Appendices B and C.

The remainder of this section discusses the most important strategies used by Southwest Elementary School for increasing pupil learning and the performance based development strategies used to provide in-service training for the faculty.

Direct Strategies for Increasing Rates of Pupil Progress

The major strategies for enhancing pupil learning are: diagnostic strategies; monitoring systems; instructional strategies; independent learning strategies; and classroom management strategies. Each of these is briefly discussed below:

1. Diagnostic Strategies

Three major diagnostic strategies were used by the professionals working in Project IRIS at the beginning of the school year, and as needed throughout the year.

In an effort to identify individual pupils instructional and independent reading needs and levels, an Initial Reading Inventory based on Rand McNally's YOUNG AMERICA BASIC READING SERIES, is administered to pupils one week prior to the opening of school. An alternate parallel form is administered at the end of the school year to determine the amount of progress made. After identifying the students' oral and silent instructional reading needs and levels, the teacher records this information on a class record chart and sends it to the principal. The principal and the program development specialist together develop one grade-wide list and then establish heterogeneous classrooms by academic levels, race, and sex, limiting the number of reading groups in each classroom to three. It is important to note that the results of an Initial Reading Inventory are used as the means of initial placement, and during subsequent weeks as student performance is observed, adjustments are made if it is observed that a child has been placed in the wrong group. A second Initial Reading Inventory is administered at the end of the year to measure yearly pupil progress.

A diagnostic pretest on letter-sound association (phonics) is administered at the beginning of each year. The diagnostic pretest (DPT) is divided into sub-tests designed to measure the following: initial consonant clusters, initial consonant digraphs, and R-controlled vowels. These tests are administered with the teacher reading the questions, and the children writing a response. After the administration of these tests, teachers score and record the results on class analysis charts and use the information to identify pupils with severe word attack deficiencies; to identify specific skill areas in which youngsters have difficulties; to serve as a monitoring system for letter-sound associations, and to share information with parents during conference time, both in terms of a pupil's original performance and his performance after instruction has been provided.

Basic sight words are important in the reading process. Reading authorities stress the importance of learning certain core or basic sight words so that no word analysis skills are required when a student encounters them in print. At the beginning of the year, teachers at Southwest Elementary School test the pupils' facility in recognizing basic sight words by using the Dolch Basic Sight Word List and a locally developed list of relevant sight words. The students' mastery or lack of mastery of these words is then used as a basis for teaching basic sight words.

2. Monitoring System

Project IRIS uses three pupil monitoring systems; one each for letter-sound association, vocabulary and comprehension. Each is briefly described below.

The monitoring system for letter-sound associations (phonics) consist of class analysis charts containing pupil's pre-test performances which are used as baseline data. These charts indicate the skills that need to be taught. As each child masters a specific skill, he receives a check on the class analysis chart.

The vocabulary monitoring system involves the presentation of large numbers of new basal reading words which frequently create reading problems for pupils. Through Project IRIS, Southwest Elementary School provides school-wide vocabulary teaching and testing exercises for each reading lesson at each reading level. A breakdown of reading levels according to the YOUNG AMERICA BASIC READING SERIES, and as used in this project are as follows:

Level 3	Pre-Primer
Level 4	Pre-Primer
Level 5	Primer
Level 6	First Grade
Level 7	Second Grade-First Part
Level 8	Second Grade-Second Part
Level 9	Third Grade-First Part
Level 10	Third Grade-Second Part
Level 11	Fourth Grade
Level 12	Fifth Grade
Level 13	Sixth Grade

Grades three, four and five are the grade levels represented at Southwest Elementary School.

In teaching the vocabulary, each new word is first presented in context, eliciting from the pupils appropriate meanings. Discussion focuses on the meaning of the word in this contextual setting. Following the discussion of new words and prior to the reading of the selection, vocabulary tests are administered to determine pupils' understanding of the new words. Since each lesson uses mastery teaching procedures, students must obtain a score of 70 percent or above before proceeding to the next lesson. Reteaching and retesting continues until such scores or better are obtained. After ten vocabulary exercises (or one hundred words) have been presented, pupils at level nine (or grade three) through level thirteen (or grade six) are given a review quiz which includes all 100 words. Students below third grade level do not have these review exercises because they usually have not acquired the sophisticated skills necessary for written responses.

The comprehension monitoring system consist of materials which are of three types of comprehension; literal, implied, and creative. After reading a selection, children at reading levels six (first grade) and below are required to answer ten orally-administered questions. Children reading below second grade level should not be required to write responses to questions because they do not possess the necessary skills to complete the task. Ten questions are administered in written form to youngsters at reading levels seven (second grade) and above. The ten questions are of the 3-3-3-1 format (i.e., 1-3 are literal; 4-6 are implied; 7-9 are vocabulary; and 10 is creative.) Comprehension checks and class analysis charts of pupils' performance on all of these categories serve several functions. They indicate the extent to which youngsters are experiencing difficulty in comprehension and functions as the comprehension monitoring system, or diagnostic check. Since mastery teaching techniques are employed, youngsters who do not maintain at least a 70 percent average are considered for replacement at a lower level if the below 70 percent average continues for approximately three stories. Following an evaluation of the youngster, a child is sometimes moved to the lower level, or given special assistance in order to once again experience success at the level where he has been working. Conversely pupils who maintain a 90 percent average receive the same individual attention and may be placed in a higher group. This means that some youngsters are permitted to operate above or below traditional grade boundaries. Thus, in the third grade, youngsters may be found reading at first, second, third, fourth, or fifth grade levels.

3. Instructional Strategies

While a number of instructional strategies are employed, three deserve special mention. These include the developmental reading lesson, letter-sound association (phonics) lessons, and oral reading.

Developmental reading lessons are planned and taught corresponding to each lesson in the basal reader. These are taught in the following sequence: Vocabulary and concept development; background and purpose setting questions; silent reading; evaluation; discussion and oral reading; and extended and related activities, which are often creative in design and intended to foster divergent thinking.

Letter-sound Association (phonic) lessons are available and are used by all teachers. These lessons are designed to insure that youngsters will not only match the sound and letter symbols, but they will be able to apply what they learn from this instruction in their actual day-to-day reading. After students are able to demonstrate an instructional competence in a skill, they are assigned independent activities to reinforce the skills.

Oral reading is used to identify the extent to which youngsters have mastered the vocabulary of the materials which they are using as well as to identify specific types of reading problems. Oral reading is also used to verify answers to comprehension questions. This information is used to provide specific instruction to assist youngsters in overcoming any particular problem they may have in oral reading.

4. Independent Learning Strategies

Four of the opportunities that are provided children to facilitate independent learning are described in this section.

Single Concept Cards are used with all types of pupils. A single concept card consists of a picture and word on one side of a 3 x 5 inch card and the word by itself on the reverse side. The side with the picture and the word is considered teaching side. The reverse side is the testing side. Every teacher has a minimum of 500 single concept cards available on a variety of levels for the specific youngsters for whom she is responsible. Single concept cards are available both in terms of the youngsters' interests as well as in terms of specific concrete nouns which they need to learn at the present time or will soon encounter in context with basal lesson materials.

Skinny Books in reading are used with pupils who read considerably below grade level. The reading laboratory houses over 5600 Skinny Books. These books are constructed from discarded basal reading materials with each story bound into a "book" and are called skinny because they contain very few pages. These are read in sequential order and are designed to bridge the gap between classroom instruction using controlled vocabularies and independent recreational (library) reading with uncontrolled vocabulary books. Skinny Books at Southwest Elementary School are available in four different basal series in multiple copies. Since many children experience difficulty in selecting appropriate materials, the reading teacher is available to provide the match between youngsters' independent reading levels and materials appropriate for their use.

Uninterrupted Sustained Silent Reading (USSR) for pupils, teachers, and entire staff at Southwest is provided every day from 1:40 to 1:50 p.m. Everyone reads for this ten minute period whether they are in the classroom, office, cafeteria, media center, or "rest" room.

Recreational reading opportunities are provided before school (from 7:00 to 8:15 a.m.) for those pupils who arrive early. A student record keeper assists the teacher in keeping the records of each student's reading. Children who use these opportunities each day receive special treats (i.e., a trip to a museum, zoo, party, movie, etc.) on a monthly basis. Incentives are also offered for pupils who read large numbers of books - patches, chevrons, meals with the principal, newspaper publicity, etc.

5. Classroom Management Strategies for Instruction

Classroom management strategies for instruction are extremely important, for it does little good for teachers to be competent in a variety of diagnostic, instructional, and evaluative strategies unless they utilize these processes as needed into a coherent, well managed instructional program. Emphasis is placed on helping teachers acquire competence in organizational strategies which will enable them to group children for more effective instruction, such as being able to use results of diagnostic testing to organize groups for specific skills and encouraging use of these techniques.

Instructional organization considers skills groups which are different from reading-level groups in that youngsters from several different reading level groups sometimes require or need precisely the same skills. Skills groups also differ from reading level groups in that reading level groups are rather stable, whereas, skills groups are temporary, depending upon specific needs. Reading level groups are based on the results of the Initial Reading Inventory and these groups stay together until an entire reading book is completed. Skills groups are based on the administration of a diagnostic pretest of letter-sound associations. These groups remain together until a specified skill is mastered.

In-Service Training for Teachers

The performanced-based In-Service strategy involved a needs assessment and staff development was based on the findings from the needs assessment.

A formal needs assessment was conducted for teachers and other staff members and can be found at the end of the proposal for Project IRIS (Appendix A). This needs assessment indicated that a large percentage of the staff needed special training in teaching the following: comprehension skills, vocabulary development; reading readiness skills; and diagnosing and prescribing techniques.

In an effort to meet the needs as revealed by the needs assessment process and to refine other teaching skills, an in-service program was planned which consisted of three parts: technique for teaching; the rationale for teaching; and the observational criteria used in evaluating. (Appendix D contains a sample observational criteria form for a Developmental Reading Lesson.) Dr. Richard C. Culyer, Program Development Specialist, employed by Project IRIS, was responsible for providing in-service training. An adjunct professor at North Carolina Agricultural and Technical University at Greensboro, Dr. Culyer taught the following three hour college level courses for the entire staff at Southwest Elementary School for a period of six semesters.

Ed. 742 - Organizing and Implementing a Developmental Reading Program

Ed. 626 - Reading Readiness

Ed. 638 - Classroom Diagnosis in Reading Instruction

Ed. 740 - Problems in the Improvement of Reading

Ed. 739 - Reading in the Content Area

Ed. 640 - Reading for the Atypical Learner

These courses were taught at Southwest Elementary School immediately after school (from 3:00 to 6:00) for a total of 45 semester hours.

This chapter has presented a detailed description of the procedures used in developing and studying the effectiveness of Project IRIS on student reading and achievement. The data collected from this study is analyzed and interpreted in Chapter IV.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF TEST DATA

The purpose of this study entitled "An Analysis of the Effectiveness of a Competency Based Strategy in the Improvement of Reading Instruction" is to improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional reinforcement and recreational strategies designed to meet individual needs of students, to increase student achievement in reading commensurate with their ability and desire to read, to provide creative enrichment activities to stimulate an appreciation of good literature, and to increase the participation and involvement of parents in the academic development of their children. Materials were identified, organized, and made available for teachers and pupils to use to enhance academic growth.

As stated in the purpose above, one of the objectives of Project IRIS (Improving Reading Instruction School-wide) was to increase pupil achievement in reading commensurate with ability, willingness to cooperate, and desire to read. Two types of measuring instruments were used to provide data relative to the extent to which this objective was accomplished. The two instruments used were(a) the Stanford Achievement (Reading) Test and (b) the Initial Reading Inventory. Stanford Achievement (Reading) Test data for the year prior to Project IRIS were used as baseline data for this research.

Prior to Project IRIS, pre- and post-tests were administered in May, 1975, and May, 1976, respectively, to all pupils (including those children in learning disabilities and educable mentally handicapped classes) at Southwest Elementary School in Lexington, North Carolina

Chart 1 provides the statistical baseline reading data for Project IRIS. Pre- and post-test medians and median gains for the school year 1975-76 are included for three reading sub-test (Vocabulary, Paragraph Meaning, and Word Study Skills) of the Stanford Achievement (Reading) Test.

CHART 1

MEDIAN SCORES

STANFORD ACHIEVEMENT (READING) TEST

SOUTHWEST ELEMENTARY SCHOOL

1975-76

Grade	Pupils	Vocabulary			Paragraph Meaning			Word Study Skills			Overall		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3	111	3.3	3.2	-.1	2.6	3.2	.6	2.5	2.9	.4	2.7	3.2	.5
4	108	3.6	4.2	.6	3.7	4.5	.8	3.2	3.8	.6	3.4	3.8	.4
5	111	4.8	5.0	.2	4.4	5.4	1.0	4.3	5.1	.8	4.1	5.2	1.1
SCHOOL	330			.23			.8			.6			.67

An analysis of the data displayed in Chart 1 indicates that in the school year (1975-76) prior to the initiation and implementation of Project IRIS, Southwest Elementary School pupils had school-wide median gains on the Stanford Achievement (Reading) Test of .23 year on Vocabulary, .8 year in Paragraph Meaning, and .6 year on Word Study Skills. The overall school-wide median gain was only .67 year. It can thus be observed that the median gain for the pupils at Southwest Elementary School was only six months for this particular year, or almost one-half of that expected of a typical (theoretically average) school. On only one sub-test (Paragraph Meaning) at grade five was there a median pupil gain of as much as 1.0 year. In one case (third grade Vocabulary), the median pupil score actually decreased (-.1 year) during the 1975-76 baseline year period.

Using the experimental school (Southwest Elementary School) and the control school (South School), the following test results are used in the statistical analysis to identify the effectiveness of Project IRIS.

1. The Stanford Achievement (Reading) Test Data for Southwest Elementary School for the 1975-76 baseline year as well as the first two years of Project IRIS (1976-77 and 1977-78).

2. Initial Reading Inventory tests data for Southwest Elementary School for the 1976-77 and the 1977-78 school years.

3. The Stanford Achievement (Reading) Tests Data for South School, the control school for the 1977-78 school year.

With this information, it is possible to make some comparisons using the following data:

1. Southwest Elementary School's performance on the Stanford Achievement (Reading) Test with growth rates for the baseline year 1975-76, the year prior to the initiation of Project IRIS.

2. Southwest Elementary School gains on the Stanford Achievement (Reading) Test for 1977-78 as compared with those for South School (the control school) during the same year, 1977-78.

3. Southwest Elementary School results of criterion-referenced tests (Initial Reading Inventories) for the two years of the project (1976-77 and 1977-78).

CHART 2

MEDIAN SCORES

STANFORD ACHIEVEMENT (READING) TEST

SOUTHWEST ELEMENTARY SCHOOL

1976-77

Grade	Pupils	Vocabulary			Paragraph Meaning			Word Study Skills			Overall		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3	125	2.8	3.3	.5	2.5	3.3	.8	2.1	3.1	1.0	2.4	3.3	.9
4	93	3.2	4.8	1.6	3.2	4.6	1.4	2.9	4.3	1.4	3.0	4.3	1.3
5	91	4.2	5.4	1.2	4.5	5.6	1.1	3.8	4.9	1.1	4.1	5.1	1.0
SCHOOL	309			1.10			1.10			1.17			1.07

The data in Chart 2 presents median pupil gains on the Stanford Achievement (Reading) Test at Southwest Elementary School for the first year (1976-77) of the Project IRIS. An analysis of this data reveals that in the first year of Project IRIS the median gains were 1.10 year for Vocabulary, 1.10 years for Paragraph Meaning, and 1.17 years for Word Study Skills. The overall school-wide achievement (Reading) test median gain was 1.07 years. The third grade recorded median gains of .5 year on Vocabulary, .8 year on Paragraph Meaning and 1.0 year on Word Study Skills, with an overall median gain of .9 year. The fourth grade recorded median gains of 1.6 years on Vocabulary, 1.4 years on Paragraph Meaning, and 1.4 years on Word Study Skills, with an overall median gain of 1.3 years. The fifth grade recorded median gains of 1.2 years on Vocabulary, 1.1 years on Paragraph Meaning, and 1.1 years on Word Study Skills, with an overall increase of 1.0 year median gain.

A comparison of the data displayed in Charts 1 and 2 reveals the following information. For the third grade, a median gain of .5 year is noted for the 1976-77 year rather than a -.1 year median loss as recorded for the 1975-76 year. There is a .2 higher median gain in Paragraph Meaning for 1976-77, and a .6 year higher median gain in Word Study Skills for 1976-77. The overall median gain for the third grade was .4 year higher for the 1976-77 year than for the 1975-76 year.

An analysis of the data for the fourth grade reveals the following information: In the Vocabulary Sub-Test, fourth grade students display a 1.0 year higher median gain in Vocabulary for the 1976-77 year than for the 1975-76 year, a .6 year higher median gain in Paragraph Meaning in 1976-77 and a .8 year higher median gain in Word Study Skills for 1976-77. Overall median gains for the fourth grade were .9 year higher for the 1976-77 year than for the 1975-76 year.

For the fifth grade, the data reveals an increase of 1.0 year median gain in Vocabulary, .1 year higher median gain in Paragraph Meaning, and .3 year higher median gain in Word Study Skills for the 1976-77 year than in the 1975-76 year. A comparison of the 1975-76 and 1976-77 fifth grade scores reveals a -.1 median year loss. This difference is attributed to the closer grade level scores recorded for the fifth grade for both years.

It is interesting to note that these gains have occurred in a school with an average pupil I. Q. score of 93 which is below the national mean I. Q. expectancy level. The overall median gain for the fifth grade for the 1976-77 school year was 1.0 years which is equivalent to the national norms expectancy rate of median gain while the gain for the 1975-76 year was slightly better, showing a median gain of 1.1 years.

Gains in Vocabulary may be attributed in part to the following factors:

1. Teachers received in-service training in vocabulary development techniques stressing both specific use and context skills. After receiving the training, the teachers used these skills effectively.

2. Teaching, testing, and review practice materials coordinated with the lead basal reading series (Young America - Rand McNally) were purchased, organized, and distributed for school-wide use.

Gains in Paragraph Meaning may be attributed in part to the following factors:

1. Teachers received in-service training in comprehension development techniques stressing both the levels of comprehension (literal, implied, creative) and specific comprehension skills.

2. Each teacher developed a kit of appropriate materials to teach comprehension skills.

3. Materials for testing students' ability to comprehend were developed and organized by the principal. These were distributed school-wide to be used with each story in the basal text being used.

4. Each teacher received instruction and follow-up assistance in specific teaching strategies for using basal reading materials.

Gains in Word Study Skills may be attributed in part to the following factors:

1. Teachers received in-service training in reading readiness skills, especially auditory discrimination, auditory memory, visual discrimination, and visual memory.

2. Teachers received in-service training in techniques for developing word identification skills.

3. Practice exercises in phonics were developed by the teachers for use with their students. Others exercises in phonetics were purchased and organized for school-wide distribution.

CHART 3

MEDIAN SCORES

INITIAL READING INVENTORY

SOUTHWEST ELEMENTARY SCHOOL
1976-77

		Silent			Oral			Overall*		
Grade	Pupils	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3	125	1.9	3.5	1.6	2.0	3.5	1.5	1.9	3.5	1.6
4	93	3.8	5.0	1.2	4.8	6.0	1.4	3.8	5.0	1.2
5	91	4.8	6.0	1.2	4.8	6.0	1.2	4.8	6.0	1.2
SCHOOL	309			1.33			1.37			1.33

*The overall results are the instructional levels for students in grades three, four, and five at Southwest Elementary School. The Instructional level is based on the lower of the silent and oral scores.

Chart 3 presents the 1976-77 Initial Reading Inventory pre and post test median scores and median gains for silent and for oral reading for each grade and for Southwest Elementary School. These tests were administered in August, 1976, and again in May, 1977.

An examination of these data reveal the following:

1. The school-wide median gains on the Initial Reading Inventory for 1976-77 were 1.33 years for silent reading and 1.37 years for oral reading. The overall median gain was 1.33 years.

2. The third grade median gains range from 1.5 years on oral reading to 1.6 years on silent reading with an overall gain of 1.6 years.

3. The fourth grade median gains range from 1.2 years on silent reading to 1.4 years on silent reading with an overall gain of 1.2 years.

4. The fifth grade reveals median gains of 1.2 years for silent, oral, and overall.

An analysis of Chart 3 indicates that the median gain at each grade level and for each sub-test (silent and oral) exceeded one year. The greatest overall median gains occurred in grade three with results showing 1.5 years of progress or more on both silent and oral reading. The school-wide Initial Reading Inventory data provide additional verification of the effectiveness of Project IRIS at Southwest Elementary School.

Although most test authorities place more credence in standardized achievement test scores than on results of school procedures or techniques, the latter (the Initial Reading Inventory) does possess several noticeable advantages. The Initial Reading Inventories are based on the actual instructional program used at Southwest Elementary School, and thus possesses a high degree of congruent validity. They also provide sensitive and accurate measures of performance for pupils at both ends of the educational spectrum. The Initial Reading Inventories are organized for the pre-primer through the eighth grade levels so that each pupil can be evaluated on their entrance and exit levels in the reading program. The tests are administered individually. One problem in the local program results from the fact that very good readers sometimes scored so high (eighth grade level) on the pre-test form that they were unable to demonstrate expected progress on the test at the end of the teaching period. As indicated earlier in the discussion of achievement tests, the data from the exceptional pupils are represented in the overall data and is an example, perhaps, of where pupil's gain is not accurately measured.

All teachers received initial and follow-up instruction in administering the Initial Reading Inventory to a degree that enabled them to administer and utilize the Initial Reading Inventory effectively.

CHART 4

MEDIAN SCORES

STANFORD ACHIEVEMENT (READING) TEST

SOUTHWEST ELEMENTARY SCHOOL

1977-78

Grade	Pupils	Vocabulary			Paragraph Meaning			Word Study Skills			Overall		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3	122	2.5	3.6	1.1	2.4	3.7	1.3	2.4	3.5	1.1	2.4	3.5	1.1
4	144	3.4	4.3	.9	3.1	4.2	1.1	2.2	4.1	1.9	2.9	4.1	1.2
5	108	4.1	5.0	.9	4.2	5.7	1.5	3.1	4.8	1.7	3.8	5.4	1.6
SCHOOL	374			.97			1.30			1.57			1.3

Chart 4 contains a summary of standardized achievement test data for the Vocabulary, Paragraph Meaning, and Word Study Skills sub-tests of the Stanford Achievement (Reading) Test for Southwest Elementary School for the 1977-78 school year. Data in this chart reveal the following:

1. The overall school-wide results showed a median gain of 1.3 years.

2. The third grade median gains were 1.1 years on Vocabulary, 1.3 years for Paragraph Meaning, 1.1 years for Word Study Skills, and an overall median gain of 1.1 years.

3. The fourth grade showed a median gain of .9 year on Vocabulary, 1.1 years gain on Paragraph Meaning, and 1.9 years on Word Study Skills. The overall median gain for the fourth grade was 1.2 years.

4. Fifth grade median gains were .9 year on Vocabulary, 1.5 years on Paragraph Meaning, and 1.7 years on Word Study Skills. The overall median gain for the fifth grade was 1.6 years.

An analysis of Chart 4 provides the following data on the results of the Stanford Achievement (Reading) Test for the 1977-78 school year:

1. Southwest Elementary School pupils, overall showed a median gain of .97 in Vocabulary, 1.30 in Paragraph Meaning, and 1.57 in Word Study sub-test for a gain of 1.3 overall, thus surpassing the national norms.

2. The third grade students displayed greater gain in Vocabulary than did the fourth and fifth grade students. Third grade median gain was 1.1 years as compared to .9 year of median gain for both the fourth and the fifth grades.

3. Fifth grade students displayed the greatest gain in Paragraph Meaning with a 1.5 years median gain. Third grade students had a 1.3 years median gain and the fourth grade had a 1.1 years median gain.

4. Fourth grade students displayed the greatest gain in Word Study Skills with a 1.9 years median gain. Fifth grade students show a 1.7 years median gain and third grade students show an increase of 1.1 years of median gain.

A comparison of Charts 1 and 4 reveals the following:

1. Median school-wide gains on the Vocabulary sub-test of the Stanford Achievement (Reading) Tests were almost five times as great for the 1977-78 school year as it was in the baseline year of 1975-76.

2. Median school-wide gains on the Paragraph Meaning sub-test of the Stanford Achievement (Reading) Test were one-half higher (1.30 as compared to .8) in 1977-78 than in 1975-76.

3. Median school-wide gains on the Word Study Skills sub-test of the Stanford Achievement (Reading) Tests were almost a full year higher (1.57 compared to .6) in 1977-78 than in 1975-76.

4. The overall school-wide median gains on the Stanford Achievement (Reading) Test increased from .67 year in 1975-76 to 1.3 year in 1977-78, almost doubling the yearly median gain rate.

A. comparison of Charts 2 (1976-77) and Chart 4 (1977-78) provides the following data for the Stanford Achievement (Reading) Test results:

1. Median school-wide gains on the Vocabulary sub-test were slightly higher for the 1976-77 year than for the 1977-78 year. The 1.10 median gain for 1976-77 compared to .97 median gain for 1977-78 could be attributed to the fact that since so much progress was made during the 1976-77 year, there was not as much room for progress during the 1977-78 year.

2. Median school-wide gain on Paragraph Meaning increased from 1.1. in 1976-77 to 1.3 in 1977-78.

3. Median school-wide gains on Word Study Skills increased from 1.17 in 1976-77 to 1.57 in 1977-78.

4. The overall school-wide median gain on the Stanford Achievement (Reading) Test increased from 1.07 to 1.3.

An important conclusion can be drawn from these data. The methods employed in Project IRIS to improve student achievement continue to be effective with the students at Southwest Elementary School.

CHART 5

MEDIAN SCORES

STANFORD ACHIEVEMENT (READING) TEST

SOUTH ELEMENTARY SCHOOL

1977-78

Grade	Pupils	Vocabulary			Paragraph Meaning			Word Study Skills			Overall		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3	70	3.0	3.4	.4	3.1	3.8	.7	2.5	3.3	.8	2.7	3.7	.63
4	93	4.0	4.3	.3	2.9	4.4	1.5	2.6	4.1	1.5	3.3	4.2	.9
5	79	4.6	5.5	.9	4.5	5.6	1.1	3.8	5.5	1.7	4.2	5.5	1.3
SCHOOL	242			.53			1.1			1.33			.99

Chart 5 presents median gain scores for South School (the control school) on the Vocabulary, Paragraph Meaning, and Word Study Skills sub-tests of the Stanford Achievement (Reading) Tests during the 1977-78 school year. The data contained in this chart reveals the following:

1. An overall school-wide median gain of .99 is shown.

2. Grade three has a recorded median gain in Vocabulary of .4 year, a median gain of .7 year in Paragraph Meaning, and a .8 year median gain in Word Study Skills. An overall median gain for the third grade of .63 year.

3. Fourth grade median gains range from .3 year in Vocabulary, to 1.5 years in Paragraph Meaning, to 1.5 years in Word Study Skills. A .9 year median gain is recorded overall.

4. The fifth grade had a median gain of .9 year in Vocabulary, 1.1 years in Paragraph Meaning, and 1.7 years in Word Study Skills. An overall median gain of 1.3 years is indicated.

5. When compared with the 1977-78 Stanford Achievement (Reading) Test data for Southwest Elementary School, the South School data reflect lower median gains for Vocabulary, Paragraph Meaning, Word Study Skills, and overall gains.

6. Of nine Stanford Achievement (Reading) Test sub-test by grade analyses, Southwest Elementary School scored higher in six areas and South School scored higher in one area. In two areas the median gains were identical.

An analysis of Chart 5 indicates the following on the Stanford Achievement (Reading) Test for the 1977-78 school year at South School.

1. The median school-wide gain on the Vocabulary sub-test for the pupils at South School was .53 year.

2. The median school-wide gain on the Paragraph Meaning sub-test was 1.1 year.

3. The median school-wide gain on the Word Study sub-test was 1.33 year.

4. The school-wide median gain was .99 year.

A comparison of the data from Southwest Elementary School (Chart 4) and South School (Chart 5) indicates the following:

1. Median gains for Vocabulary at Southwest Elementary School (Project IRIS) almost doubled the Vocabulary gains for South School (the control school). The students at Southwest Elementary School showed a median gain of .97 as compared to .53 for South School (the control group).

2. Median gains for Paragraph Meaning at Southwest Elementary School surpassed those of South School (1.3 to 1.1).

3. Median gains for Word Study Skills at Southwest Elementary School surpassed those of South School (1.57 to 1.33).

4. Overall school-wide median gains at Southwest Elementary School were ahead of those at South School (1.3 to .99).

By studying the data, one notes that although South School (the control school) achieved an overall median increase of .99 year, only slightly below the national norm. Southwest Elementary School results were from .2 year to .5 year higher on median gains on all three sub-tests of the Stanford Achievement (Reading) Tests than were South School.

CHART 6

MEDIAN SCORES

INITIAL READING INVENTORY

SOUTHWEST ELEMENTARY SCHOOL

1977-78

		Silent			Oral			Overall*		
Grade	Pupils	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3	122	2.5	3.5	1.0	2.5	4.0	1.5	2.5	3.5	1.0
4	138	3.5	6.0	2.5	3.5	6.0	2.5	3.5	6.0	2.5
5	88	5.0	6.0	1.0	5.0	6.0	1.0	5.0	6.0	1.0
SCHOOL	344			1.50			1.67			1.50

*The overall results are the instructional levels for students in grade three, four, and five at

Southwest Elementary School. The Instructional level is based on the lower of the silent and oral scores.

Chart 6 presents the overall school-wide Initial Reading Inventory data for Southwest Elementary School in 1977-78. with respect to this data, one can note the following:

1. The school-wide median gains were 1.50 years for silent and 1.67 years for oral reading.

2. The third grade demonstrated a median gain of 1.0 year on silent reading, and 1.5 years gain on oral reading. An overall median gain of 1.0 is recorded.

3. Fourth grade results indicate a 2.5 years increase on silent and oral reading.

4. The fifth grade results indicates a 1.0 year median gain increase on silent and oral reading as well as the overall gain.

5. The overall median gains for silent reading and oral reading were greater in 1977-78 than in 1976-77. The median gains increased from 1.33 years to 1.50 years on silent reading and from 1.37 to 1.67 years on oral reading.

An analysis of Chart 6 indicates the following results on the Initial Reading Inventory for the 1977-78 school year.

1. The school-wide median gains were 1.5 years median gains in silent reading and 1.67 years in oral reading, with an overall gain of 1.5 years.

2. The median gains for each sub test - silent and oral - at each grade level were at least 1.0 or more.

A comparison of Charts 3 and 6 reveals the following results for the two school years, 1976-77 and 1977-78.

1. The largest grade level gains in 1976-77 were recorded with third graders (1.6), however, the gain was less for the same grade (1.0) in 1977-78 and no reason can be given for this.

2. Fourth grade pupils had an overall median gain in 1977-78 of 2.5. This is an increase of 1.3 years over the 1976-77 median gain for fourth grade pupils.

3. Fifth grade pupils showed less median gain for the 1977-78 school year than they did for the 1976-77 year (1.2 for 1976-77 and 1.0 for 1977-78). One might conclude that this decline may be due to the fact that more children in the fifth grade scored on grade level at the beginning of the 1977-78 year than the comparably group did in 1976-77 school year.

Several general conclusions can be drawn from the data.

1. An examination of the Post-test scores for the 1976-77 school year and the pre-test scores for the 1977-78 school year, reveals that there was a

minimal loss of learning skills at each grade level during the summer months.

2. Assuming the summer loss was indeed minimal, one might conclude that the strategies employed in Project IRIS were effective in facilitating long-term pupil retention.

The comparability of silent and oral performance suggest that the school-wide strategies help provide a balance between the two aspects of reading. As a result, pupils appear to learn to read silently as well as they do orally.

The median gains at Southwest Elementary School for 1976-77 were 1.33 on silent reading, 1.37 on oral reading, and an overall median gain of 1.33. These median gains were exceeded during the 1977-78 school year with a 1.50 years median gain on silent reading, 1.67 on oral reading, and an overall median gain of 1.50. These gains may be attributed to the following factors:

1. Teachers received in-service training in teaching vocabulary development, comprehension, and word attack skills which are part of both the oral and silent reading components of the Initial Reading Inventory.

2. The vocabulary, comprehension and word attack materials that were developed, purchased, organized, and used school-wide helped pupils in both oral and silent reading.

3. All pupils upon entering Southwest Elementary School are administered an Initial Reading Inventory by their teacher to insure proper placement.

4. Monitoring systems in the classrooms for Word Study Skills, Vocabulary, and Paragraph Meaning provide continuous feedback as to the extent to which pupils are acquiring competence in the related objectives. This system is designed to assure that virtually no one will be "left behind" as the teaching/learning sequence unfolds.

This chapter has summarized the test data collected from the study of Project IRIS. The test results indicate that median gains were above the national norm for all three grade levels involved in the study. A summary, along with findings, conclusions, and recommendations will be found in Chapter V.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study, "An Analysis of the Effectiveness of a Competency Based Strategy in the Improvement of Reading Instruction," was to increase student reading achievement, to provide creative enrichment for all participants, increase teacher competency in teaching reading, and to increase parental involvement in the school.

The specific objectives of the study were (1) to improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional reinforcement, motivational, and recreational strategies designed to meet individual differences of students; (2) to increase student achievement in reading commensurate with ability and desire to read; (3) to provide creative enrichment activities to stimulate an appreciation of good literature; (4) to increase the participation and involvement of parents in the academic development of their children; and (5) to disseminate information about the program to all interested groups.

The hypothesis stated in Chapter I was that in an elementary school with students of poor or low socio-economic background, below average I. Q. and records of underachieving, teachers can be trained, pupils motivated, and parents involved to bring the overall reading skills gain from well below the norm up to the norm of one year's gain per one year of schooling. The primary question to be answered was: What techniques can be employed to bring about the desired goal. The subsidiary questions were: 1. How can low achievers become competent readers? 2. How can teachers who feel ill prepared to teach reading become confident and competent in teaching reading skills? 3. How can apathetic parents become concerned, involved parents. The hypothesis and both the primary and the subsidiary questions have been proved to the satisfaction of these researchers.

The following procedures were used in developing the project, Improvement of Reading Instruction School-wide (IRIS):

1. Recognition of the problem - The principal and the teachers recognized the reading deficiencies within the school.

2. A signed commitment - A signed commitment was made by teachers and principal toward the development of reading competencies on the part of both faculty and students as the next step in developing Project IRIS.

3. Planned Staff Development Based on Needs Assessment - The professional assessment for teachers included self-evaluation forms on teaching competence in reading readiness, vocabulary, comprehension, and Diagnostic Prescriptive Techniques (the ability to diagnose children's weaknesses and to prescribe necessary remediation). The professional assessment for principals included a self-evaluation form on competence in administrative aspects related to implementing a school-wide curriculum reflecting children's needs.

4. Planned a reading instructional program to strengthen the areas in which weaknesses had been identified through the Stanford Achievement (Reading) Test data. Two plans were utilized to improve the children's level of achievement: (a) Adopt a differentiated curriculum for children whose needs

vary; (b) Utilize mastery teaching procedures which provide cumulative teaching and cumulative review until learning occurs.

5. Planned a means of evaluating - The success of the project was evaluated by comparing the pre- and post- IRI scores, making a close analysis of the mastery tests, and comparing the end of the year Stanford Achievement (Reading) Test scores with those of previous years. A comparison was made between the records of books read by the children during the year with the record of book circulation of prior years. Careful records were kept of parent involvement.

6. Plans made for University Training - The principal and the teachers met with officials from North Carolina Agricultural and Technical University at Greensboro and planned a course of study which provided courses for certification in reading as well as course credit toward a Master's Degree.

In 1976, when Project IRIS was initiated and a needs assessment was made of teacher competencies, the following revelations came into focus: Sixty percent of the teachers needed help in determining children's level of comprehension; seventy-three percent needed help in developing children's specific comprehension skills; eighty percent needed help in developing materials. In 1978, a post test revealed that only twenty-one percent of the teachers needed help in determining children's level of comprehension; twenty-nine percent needed help in developing children's specific comprehension skills; fourteen percent needed help in teaching techniques; and twenty-seven percent needed help in developing materials.

In 1976, ninety-four percent of the teachers needed help in determining vocabulary skill needs, but only fourteen percent needed this help in 1978. In reading readiness, eighty percent of the teachers needed help in developing teaching techniques in 1976, but only twenty-nine percent needed help in 1978. In identifying the needs in diagnosing and prescribing, in 1976, the following needs came to light regarding Southwest Elementary School teachers: sixty-seven percent needed help in constructing an IRI; eighty-seven percent needed help in constructing skills diagnostic pre-tests; one-hundred percent needed help in constructing content area reading level inventories; eighty percent needed help in identifying and using appropriate instructional approaches. In 1978, only twenty-one percent of the teachers needed help in constructing an IRI; twenty-one percent needed help in constructing skills diagnostic pre-tests; forty-three percent needed help in constructing content-area reading level inventories; twenty-one percent needed help in identifying and using appropriate instructional approaches.

According to the Stanford Achievement (Reading) Test, the School-wide median gain in pupil's reading increased form .67 year in the 1975-76 baseline year to 1.07 years in 1976-77 and 1.33 years in 1977-78. On the Initial Reading Inventory, the gains for the two project years have been even greater. In 1976-77, the median gains were 1.33 years for silent reading and 1.37 years for oral reading. For 1977-78, the median gains were 1.5 years for silent reading and 1.67 years for oral reading.

Although the parents at Southwest Elementary School often come from one parent families, low educational background, and are apathetic about the school program, and although these parents have not demonstrated the interest in the school program that the project had hoped, forty-eight parents have become involved and concerned through Project IRIS. Church circles, Civinettes and Charity League members have become involved. Not only have the parents and community become involved, butthe school has developed a good esprit de corps.

Findings and Conclusions

In order to increase teacher competencies to an acceptable level, all of the teachers and the principal at Southwest Elementary School were given an intensive college-level training program in reading prior to and throughout the two year project. Although the hours were long and arduous, teachers' teaching techniques improved, thus instilling within the teachers a sense of competence, accomplishment, self-confidence, and self-esteem. Having seen the value of further training, teachers now seem more than willing to keep learning and ready to continue to improve.

We have concluded that this program is not an educational band-aid, but a sound and basic system of teaching reading properly. Ideally, the teacher must have these qualifies: Be a diligent worker, be eager to continue to learn, have a desire to see students improve, be a team person, have above average intelligence, have a strong educational background, be cooperative and competitive, know how to teach reading, have strong mental stamina and determination, have a sense of commitment, be free of negativism, and have loyalty and respect for the administration.

A review of the data, as shown in the appendix, indicates that the longer children were at Southwest Elementary School, the more their reading improved.

Blacks as well as whites achieved, based on their potential. There was no basic difference in achievement among the various levels of socio-economic groups. In Project IRIS, according to the results of the Stanford Achievement (Reading) Test, there were no students who "stood still"; however, a few regressed, two students gained more than 4.0 years, and the majority progressed from 1.0 to 1.9 years.

In addition to becoming more competent as readers, students' attitudes toward reading improved immensely. During the Project years, some students read more than five hundred books. Eighty-seven percent of the students read more than one hundred books each. Eleven percent read more than fifty books each. Two percent read more than twenty-five books. No child read fewer than twenty-five books. Children reading two years below grade level were permitted to count skinny books.

A comparison of the data for Southwest Elementary School and South School suggest that systematic teacher training, a monitoring system for pupil progress, and coordinated materials usage produce results superior to those derived from the traditional use of a basal reading program.

Acomparison of the data for Southwest Elementary School and South School reveals that Southwest Elementary

School students scored higher than South School students on Vocabulary, Paragraph Meaning and Word Study Skills. A review of the results of Project IRIS indicates a school with low levels of pupil achievement can institute strategies which when properly used can result in higher reading gains.

It can be concluded that proper in-service training accomplanied by follow-up, monitoring systems, diagnostic analysis, mastery-based constructional strategies, and coordinated materials organized and distributed school-wide gave impetus to positive change and improvement in the field of reading at Southwest Elementary School.

One can note in analyzing the test results, that the gains in reading achievement on the Initial Reading Inventory are parallelled by increases in gains on the Stanford Achievement (Reading) Test.

One of the key selling points in Project IRIS is its exportability. Any school desiring to improve pupil achievement in reading can export the major components of IRIS with a minimum of cost. The cost factor, which may seem prohibitive in the incipience of an experimental project, is quite low when replicated. For an additional ten dollars per student, most schools could provide the necessary in-service training, purchase the necessary materials for teacher training and use, as well as supplying those materials essential for students' use.

RECOMMENDATIONS

The methods and materials utilized in Project IRIS appear to be effective in helping teachers as well as the administrator to gain competencies in reading instruction, as well as bringing about sizable gains in the learning of youngsters. Therefore, it is recommended that a continuous overall evaluation take place in such a program, looking for both strengths and weaknesses, with a commitment to taking the necessary steps to sustain and improve the program.

It should be mandatory that any new teacher employed at Southwest Elementary School agree to become competent in skills necessary in carrying out this particular reading program. New teachers coming into Southwest Elementary School should be provided the in-service training necessary to put them on par with the experienced teachers. This in-service training should be provided by teachers in the Southwest Elementary School staff who have exhibited competence in various reading skills or proficiencies such as administering an IRI, teaching a developmental lesson, vocabulary skills, the use of skinny books, single concept cards, and all other skills relative to the program.

Since reading is an important aspect of all academic areas, it is recommended that further in-service training be given to teachers in an effort to extend reading skills basic to the content areas.

In addition to the above recommendations, the following research and testing is recommended: (a) Research similar program development efforts, under different environments; (b) Research the feasibility of extending curriculum revision beyond reading to include all aspects of the language arts as well as the content areas; and (c) Evaluate the exportablility of this program in comparable schools.

In conclusion, it can be said that Southwest Elementary School is not trying to be a Messiah and sell everybody on this program, but it works here. Not only is it feasible and practical, it is inexpensive, uses locally available resources and materials, and is aimed at an entire student population and has a personal/prescriptive plan for each student. Every other school may not have to have the same identical combination to insure a success, but this combination of factors worked successfully in this instance, at this time.

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APPENDIX A

PROPOSAL FOR PROJECT IRIS

EDUCATIONAL INNOVATION AND SUPPORT

Name of LEA Lexington City Schools Code 291

Address P. O. Box 1068, Lexington, N. C. 27292 Telephone (704)249-8176

Contact Person Miss Willie Trexler Telephone (704)249-8176

County Davidson District: Education 5 Congressional ____________

I. Component program in which a proposal is being submitted (Check One)

A. ____ Locally Initiated Development

B. ____ Adaptor Grant

In addition to a proposal for a grant in one of the areas above an LEA may submit a proposal in each of the following:

C. ____ Multi-LEA proposal in which the application is submitted by ____________ as administrative agency on behalf of

The following LEAs:

____________, ____________.

____________, ____________,

participating LEAs.

D. ____ Proposal to Strengthen Leadership Resources of Local Education Agencies

II. Instructions for preparation of proposals

See the Manual for ESEA Title IV Projects for instructions for the preparation of proposals:

A.	General Instructions	Pages 17 - 20
B.	Locally Initiated Development Projects	Pages 21 - 25
C.	Adaptor Grants	Pages 26 - 28
D.	Multi-LEA Grants	(See Page 20)
E.	Projects to Strengthen Leadership Resources of Local Education Agencies	Pages 29 - 31

III. SCHOOL ENROLLMENT DATA

Each proposal submitted will include information about student population served as indicated by the following chart:

Grades

		Pre K	K	1-3	4	5	6	7	8	9-12
1. Name and Level (s) of Participating Schools				120	102	134				
2. School Enrollment in Geographic Area Served	(1) Public									
	(2) Non-Public									
	(3)*Not Enrolled									
3. Persons Served by Project	(1) Public									
	(2) Non-Public									
	(3)* Not Enrolled									

* All persons served by the project and not included in the regular student enrollment of the elementary, secondary education system(s); for example, members of the adult community.

PREPARATION OF PROPOSAL

1. Project Title: IRIS (Improved Reading Instruction School-wide)

2a. Purpose: The purpose of the proposed project is to enhance the provisions of educational opportunities sufficiently differentiated to meet the needs of all children in a 3-5 school (Holt Elementary School, Lexington, N. C. 27292).

2b. Critical Need: As documented below, the critical educational need of many children in Holt Elementary School involves the acquisition of competence in a wide variety of reading skills (specifically word attack, vocabulary, comprehension, study skills, and language skills).

The critical need of the faculty involves the acquisition of competence in a wide variety of specific instructional, reinforcement, and recreational techniques (particulary related to variegated approaches, sensory modalities, and mastery teaching).

The critical need of the community involves an awareness of the projected Holt Elementary School program and an active participation and mutual support of activities designed to reinforce the school-based curriculum.

3a. Statement of Need: In December, 1974, Dr. Richard Culyer, External Program Development Specialist for the Lexington City Schools, met with the Central Office staff and principals. At that time he recommended that each school conduct a comprehensive needs assessment to serve as a basis for more precise planning. Dr. Culyer proposed a four focus outline.

1. Pupils
2. Professionals
3. Parents
4. Program

Since the school system had already established procedures for gathering data relative to pupil performance as measured by standardized achievement test, Dr. Culyer recommended the following:

1. That pupil assessment also include "instructional-use" data based on the administration of Initial Reading Inventories.

2. That professional assessment for teachers include self-evaluation forms on competence in (a) Reading-Readiness, (b) Vocabulary, (c) Comprehension, and (d) Diagnostic-Prescriptive techniques. Forms were completed anonymounsly.

3. That professional assessment for principals include a self-evaluation form on competence in administrative aspects related to implementing a school-wide curriculum reflecting children's needs.

4. That a "request for information" form be disseminated to parents to identify their needs. Forms were completed anonymously by parents and returned to the schoo.

5. That a form on the comprehensive nature of the total school program be completed.

All of these recommendations were implemented by the Holt Elementary School faculty and community. Data revealed the following.

Appendix A contains the needs assessment data gathered on instruments developed and copyrighted by Dr. Richard Culyet. These data are summarized below.

1. Stanford Reading Test Results. The median gains for third-, fourth-, and fifth grade children during the 1974-75 school year were .8, 1.0, and .5 respectively. The median I. Q., according to the California Test of Mental Appitude is 96.

2. Initial Reading Inventory. In the fall of 1975, only 26 out of 128 third graders were at or above grade placement.

   Only 47 out of 97 fourth graders, and 47 out of 124 fifth graders were at or above grade level.

3. September, 1974, Estimated Economic Status of Families. A total of 70 percent of the families of Holt Elementary students earn less than $10,000 during the year.

4. September, 1974, Occupational Status of Parents. Of the parents 48 percent are employed in industry, 20 percent are housewives, and the majority of the remaining parents are either unemployed or employed in semi-skilled positions.

5. September, 1974, Educational Status of Parents. Only 27 percent of the Holt Elementary parents had completed high school. Only one percent had completed college.

6. Criteria of Excellence for school-wide reading program. Of the 23 compenents of a good reading program, Holt School had begun only three at the beginning of the 1975-76 school year.

7. Specific Areas in which Teachers Desire Assistance. Fifteen teachers completed request forms for information in reading readiness, vocabulary, comprehension, and diagnosing and prescribing. Fifty nine specific types of information were requested by a majority of the faculty.

8. Administrative Request. Princiapal and project director has identified 19 areas in which she needs additional assistance.

9. Parent request for Information. A total of 16 different questions were submitted by parents.

Thus, we have three needs. These include (a) accelerating the rate of pupil achievement, (b) enhancing the effectiveness of teacher-pupil interaction, and (c) fostering active involvement and educational reinforcement and support by parents.

3b. Planning: In mid-December, 1975, Miss Willie Trexler, Supervisor for the Lexington City Schools, attended a conference in Winston-Salem at which information was disseminated relative to the availability of funding through Title IV-C, Educational Amendment of 1974. On her return, Miss Trexler immediately contacted Mrs. Athelene P. Marlowe, principal of Holt Elementary School, who had previously expressed an interest in enhancing the effectiveness of the reading curriculum in her school. After receiving a positive response from her faculty, Mrs. Marlowe contacted Dr. Culyer for assistance in determining the feasibility of submitting a project.

On December 22, 1975, Dr. Culyer met with Miss Trexler and Mrs. Marlowe, offered a number of possible courses of action, and suggested that the school system attempt to secure technical assistance from the office of Mr. Henry Helms, Director of the Division of Development of the North Carolina State Department of Public Instruction. A telephone call on that morning resulted in a meeting scheduled for December 30, 1975.

The following people and/or organizations have been or will be actively involved in planning and implementing the proposed project.

1. Superintendent of Schools and School Board of Lexington City Schools - On the recommendation of the Superintendent, the School Board has approved the project with the understanding that continuation beyond the federal funding phase is expected through local support. Approval occurred at a regularly scheduled meeting of the board on January 13, 1976.

2. Miss Willie Trexler, Supervisor of the Lexington City Schools, initiated the project proposal and worked closely during its development.

3. Mrs. Athelene P. Marlowe, Principal of Holt Elementary School, and project director has been a primary source of specific suggestions for enhancing the effectiveness of the total school program.

4. The faculty of Holt Elementary School agreed to submit a project proposal. Prior to the Christmas holidays, the fourteen member faculty discussed a wide range of possible objectives, focusing finally on the three broad areas reflected in the

Statement of Need.

5. The Parent Advisory Council and the Parent-Teachers Association will be actively involved. Meetings will be scheduled with members of the Parent Advisory Council (PAC) to disseminate general information relative to the projected proposal (and the implementation of it is accepted) and to encourage input from the community's representatives. More elaborate information, including specific practical techniques and information-building, will be presented through the Parent-Teachers Association. One or more special courses (ten hours each, in two-hour blocks) will be offered to parents based on the responses tallied from the "Parent Requests for Information" survey.

6. News Media, primarily radio, television, and the newspaper, will be asked to become involved in disseminating information about the school and the program being provided to meet the children's needs.

The local education agency is applying for a "Locally Initiated Development Grant". There is no Title III project presently in operation in the Lexington City Schools, anαthere has not been one in six years.

Specific information relative to the public and private school preparation in Lexington is contained below.

125 private school children reside in the Lexington City Schools district.

0 private school children will be served by the proposed project.

3c. Plan of Action: As mentioned in a previous sction of this document, the proposed project envisions three foci—improved pupil performance, increased professional competence, and increased parent involvement and support.

An outline of a plan of action for each aspect follows.

1. Teachers. Provide an intensive series of in-service efforts with teachers receiving specific instruction both as total faculty and individually (through demonstrations). Provide a performance-based component with teachers demonstrating the specific teaching and reinforcement techniques. The External Program Development Specialist will develop

teacher-observation criteria for use as self-evaluative and external evaluative instruments in a variety of types of classroom experiences. For example, evaluative checklists will include the use of (a) language-experience, (b) Single Concept Cards, (c) basal readers, (d) letter-sound associations, (e) learning centers and independent activities, and (f) recreational reading.

2. Parents. Conduct, through the Parent Advisory Council and the Parent-Teachers Association, a series of practical workshops in which specific techniques for enhancing children's development are presented and demonstrated. Parents will be encouraged to bring their own children and utilize the techniques immediately. The classes will be taught either by the External Program Development Specialist or a specially-trained teacher.

3. Children. Improve the children's level of achievement through three plans. (a) Adopt a differentiated curriculum for children whose needs vary. Thus, highly competent readers will receive a curriculum different from poor readers. (b) Utilize mastery teaching procedures which provide cumulative teaching and cumulative review until learning occurs.

3d. Objectives, Specific Objectives and Strategies

The following outline projects continuing objectives, specific objectives, and strategies in this format

1. Continuing Objectives
    1.1 Specific Objective
        1.1.1 Strategy
        1.1.2 Strategy
    1.2 Specific Objective
        1.2.1 Strategy
        1.2.2 Strategy

1. To develop teacher competence in utilizing in a typical classroom a wide variety of instructional, reinforcement, and recreational strategies that meet the needs of their children.
1.1 By June, 1977, all teachers at Holt Elementary School will have demonstrated competency in teaching certain types of information as measured by a checklist of effective educational activities completed by the External Program Development Specialist during individual observations. The specific competencies which all teachers will demonstrate are listed below.

a. Using the language-experience approach

b. Using Single Concept Cards
c. Teaching a Developmental Lesson Plan
d. Teaching letter-sound associations
e. Using learning centers and independent activities
f. Providing recreational reading

1.1.1. Discuss the strengths and weaknesses of each approach as it relates to students possessing particular characteristics.
1.1.2. Discuss appropriate uses of each technique (materials, methodology, diagnosis, organization). Wherever possible and practical, conduct demonstration lessons.
1.1.3. Learn to use each approach and to identify students with whom it is likely to prove most effective.
1.1.4. Explain the difference between instructional procedures (with groups) and practice procedures (for individual use). Emphasize the importance of teaching children.
1.1.5. Learn how to develop appropriate materials to follow through on instruction and how to teach children to become independent in using various types of learning center activities.
1.1.6. Assist teachers in determining when student learning should proceed horizontally and when it should proceed vertically.
1.1.7. Discuss the application of each of the three sensory channels and the instructional procedures which are likely to prove effective when children possess facility in certain modalities.
1.1.8. Acquire facility in providing instruction that considers all three sensory channels. Learn to recognize when a certain procedure is ineffective for particular students because of a deficiency in one of the sensory channels.
1.1.9. Demonstrate acquisition of teaching techniques related to both skills.
1.1.10. Maintain a colllection of professional books and journals and note their availability to the appropriate personnel.
1.1.11. Note the growth of the total staff. Unless definite progress is noted in rhw areas in which staff development has been concentrated, the reasons must be determined and modifications made.

1.2 By June, 1977, in-service sessions will have been conducted by the External Program Development Specialist on a weekly basis for a total of thirty days. These sessions will have focused on providing #3 (above) and will have included the format: whole faculty explication, demonstrations for individual teachers by the External Program Development Specialist, and demonstrations by individual teachers to the satisfaction of the External Program Development Specialist using a checklist of pre-announced criteria.

1.2.1 Provide opportunities for teachers to visit each other's classes and report on one new idea they acquired.

1.2.2 Provide specific in-service on when and how to use the materials before releasing them to the faculty.

1.2.3 Present information relative to techniques for (1) using a variety of carefully selected material on the same general topic, (2) developing vocabulary, comprehension, literature, and study skills, and (3) presenting the material.

1.3 By September, 1976, ten four hour workshop sessions will have been conducted by the External Program Development Specialist.

1.3.1. Discuss project proposal in terms of its objectives and strategies.

1.3.2 Provide specific information relative to teaching a Developmental Lesson Plan.

1.3.3 Develop competence in providing a Developmental Lesson Plan and in providing for group instruction.

1.3.4 Discuss Learning Centers, their construction, components, and use. Then provide time for teachers, para-professionals, and some students to make certain materials.

1.3.5 Construct physical apparatus for certain Learning Centers.

1.3.6 Locate of secure materials appropriate for use in many of the Learning Centers.

1.3.7 Present a number of specific techniques for developing skills at a variety of reading levels.

1.3.8 Assist teachers in acquiring the ability to diagnose their student's needs by using the skills sequence chart.

1.3.9 Help all staff members recognize and respond positively to the need for their own continuous professional development.

1.3.10 Make provisions for a competency-based program for all school personnel.

2. To increase children's level of achievement in reading commensurate with their ability and their desire to read.

2.1 By June, 1977, the median gain of Holt Elementary School students in grades 3-4-5 will be at least 1.0 year, as measured by the Stanford Reading Test and the Initial Reading Inventory. (This has never before happened at Holt).

2.1.1 Provide books and accompanying materials to teachers only after the first week of school or when reading level diagnosis has been completed.

2.1.2 Assist teachers in recognizing and recording the fact that students have achieved initial mastery of the information.

2.1.3 Expect almost every youngster to regularly receive group instruction in order to maximize efficient use of a teacher's classroom time.

2.1.4 Adopt a policy of determining a students achievement of a learning objective after he has had a sufficent opportunity to acquire it. That is, emphasize mastery teaching.

2.1.5 Make pre- and post- test comparisons of students competence in using specific skills which can be readily measured. Noted students' progress in overcoming deficiencies at the lowest levels at which these gaps occur.

2.1.6 Refuse to allow students to make three consecutive scores below 70 percent in some areas.

2.1.7 Expect every student to be able to indicate specifically something he has learned that day. Encourage students to move from facts and skills to concepts and attitudes.

2.2 By June, 1977, 80 percent of the students at Holt Elementary School will have read at least 100 books. Of the remaining 20 percent, 15 percent will have read 50 books and 5 percent will have read at least 25 books.

2.2.1 Stress the importance of children's having an opportunity to "get started" in a book and the importance of every child's acquiring the habit of reading if maximum learning is to occur.

2.2.2 Provide classroom collections of books at a variety of reading and interest levels for six weeks at a time.

2.2.3 Expect every student to be provided minutes of free reading time every day (while others are receiving group instruction or with everyone reading at the same time).

2.2.4 Send a weekly list of recommended television and radio programs to each class and list the available books that are related to each program.

2.2.5 Encourage the reading of Skinny Books by beginning and poor readers. Provide recognition for doing so.

2.2.6 Construct Skinny Books from old basals and from books discarded from the media center.

2.2.7 Join a paperback book club. Bring paperbacks or hardbacks to school and establish a lending library. Operate a school book store.

2.2.8 Display stories written by students. The story collections may be accessioned for use in future years by the author's younger brothers and sisters.

2.2.9 Develop a RIF Project. Write to Reading is Fun-damental, c/o Smithsonian Institution, Arts and Industries Building, Washington, D. C. 20560.

2.2.10 Principal will eread each day in a different classroom so students can see that important adults read.

2.2.11 Develop procedures for classroom management with students reading at various levels.

2.2.12 Teach weekly skills lessons related to information designed to familiarize students with the media center and its effective use.

2.2.13 Provide separate lists of books graduated in difficulty for students at various reading and grade levels.

2.2.14 Provide both regular periods for class visitations to the media center and free time for small groups and individuals.
2.2.15 Encourage students who check out Skinny Books to select two or three.
2.2.16 Keep the media center open before and after school and during the summer.

3. To enhance the ability and willingness of parents to stimulate the academic development of their children.

3.1 By June, 1977, the paents of at least 66 children will have attended one or both of the ten-hour workshops for parents. These parents will have demonstrated relevant techniques, either with children or other adults.

3.1.1 Encourage members of the Advisory Council (and other interest people) to attend staff development sessions.
3.1.2 Publicly recognize all people who contribute in some way to the improvement of the school program. Use newspaper articles, school newsletters, PTA "name calling", certificates, thank you notes, etc.

3.2 By June, 1977, the Parent Advisory Council will have discussed the proposed project in at least two meetings, and the Parent-Teachers Association will have emphasized reading at all meetings.

3.2.1 Conduct Open House several times each year.
3.2.2 Make numerous PTA presentations. Some may be formal; others question-and-answer. Base some of the presentations on information requested by parents.
3.2.3 Meet frequently to discuss the present status of the program, the needs of the students, school, and staff, ways of meeting these needs, and problems which must be resolved. See that each meeting results in (1) greater awareness of what is needed and (2) feedback about parental concerns about school personnel should be concerned.
3.2.4 Explain why various policies are being implemented and why certain procedures are required.
3.2.5 Distribute a bi-monthly newsletter which explains what changes are occurring or are being planned.
3.2.6 Use National Education Week Activities to project the school's message.
3.2.7 Explain orally in meetings and also in writing the criteria which will be used in ascertaining the appropriateness of reading materials provided for student's use.
3.2.8 Teach volunteers, parents, and students to note whether or not the materials provided for instructional and independent purposes are appropriate from the standpoint of difficulty.

3.2.9 In a PTA or other meeting, administer several levels of an IRI so parents can note who difficult materials are at the various reading levels.

3.2.10 If achievement test scores are released to parents, explain that the test reflects frustration rather than instructional or independent levels.

3.2.11 Explain to parents and students the undesirability of covering additional material until that which has been presented is learned.

3.2.12 Explain to the community the need for increased emphasis on reading for many children. Discuss with them the present and proposed time allotments and ways the curriculum will be integrated to maximize the effectiveness of instruction.

3.2.13 Explain to parents, well ahead of time, that students will be evaluated according to how well they achieve in relation to their own present capabilities. Therefore, parents should avoid comparing students. Teachers will certainly not be doing so. In a PTA meeting show models of reports, explaining how slow students can receive good reports and how bright students will have to earn their marks rather than depend on a favorable comparison as measured against a poor reader.

3.3 By June, 1977, members of the proposed project will have made at least six presentations to the public.

3.3.1 Provide opportunities for members who wish to do so to make joint presentations to community organizations of the efforts to initiate a Developmental Reading Program.

3.3.2 Write newspaper articles and take pictures delivering the final product to the newspaper.

3.3.3 Obtain "public interest" time on radio and local television to explain the program.

3.3.4 Publicly recognize all people who contribute in some way to the improvement of the school program. Use newspaper articles, school newsletters, PTA "name calling", certificates, thank you notes, etc.

3.3.5 Emphasize the dangers inherent in focusing on the covering of materials rather than the learning (mastery) of materials.

3e. Personnel.

1. The faculty of Holt Elementary School includes twelve classroom teachers in grades three, four, and five; a media specialist; a full-time reading diagnostician; and part-time teachers in speech, EMH, learning disabilities, music, and physical education.

2. Mrs. Athelene P. Marlowe, principal of the school and director of Project IRIS, has an A.B. Degree in Elementary Education, a Master's Degree in Elementary Education, a Supervisor and Principal's Certificate, and ad Education Specialist Degree in Administration. Course requirements for the doctorate in education

will be completed in May.

3. Dr. Richard C. Culyer, III, External Program Development Specialist for Project IRIS, has three degrees in Elementary Education, the latter two with specialization in reading. He also has certification as a supervisor and principal, K-12. He has written 43 monographs related to techniques for improving instruction in all areas of the curriculum.

4. Secretary-Bookkeeper. This person will render clerical assistance as needed to meet the objectives of the project.

3f. Time.

The proposed project is based on a twelve-month sequence of events with an anticipated extension of twenty-four additional months. It is not intended to be self-contained; however, for the local school system in general and Holt Elementary School in specific are committed to continuing the thrust after the termination of federal funding.

3g. Evaluation.

The success of the proposed project will be evaluated by comparing the pre- and post IRI scores, a close analysis of the mastery tests, and a comparison of the end of the year Stanford Achievement tests scores with those of previous years.

Pre- and post testing will be done concerning the student's attitudes toward reading. A comparison will be made between the records of books read by the children during the year, and the record of book circulation of prior years.

Close observation of parental involvement will be made. Records will be made of parents attending staff development sessions, advisory council meetings, P. T. A. Meetings, and volunteer work done in the school by parents to promote improved reading ability among the children in Holt Elementary School.

Observation and checkoff of the effective use of specific instructional strategies will be evaluated throughout the year. The teachers, principal, and the Program Development Specialist will complete the appropriate evaluation/observation forms. A comparison will be made of pre- post data. The needs assessment data will also be re-administered to provide pre- post analysis.

3h. Estimated Budget:

	First Year (12 months)	Additional Time (24 months)
Salaries - Professional	$ 2302.00	$ 5525.00
Salaries - Nonprofessional	5670.00	13608.00
Contractual Services - Audit Consultant Fees	4200.00	10080.00
Supplies & Materials	6034.00	14482.00
Travel	1820.00	4368.00
Equipment	3025.00	7260.00
Fixed Costs - Social Security	424.26	1018.00
Fixed Costs - Retirement	649.09	1560.00
Fixed Costs - Hospitalization & Insurance	224.00	314.00
Other Expenses	8037.13	19292.00
Total	$32385.88	$77507.00

ESTIMATED BUDGET FOR 1976-77

Salaries - Professional	
Media Specialist for 2 summer months	$ 2302.00
Salaries - Nonprofessional	
Substitute teachers 36 days x $20	720.00
Clerical $2.38 per hr. x 40 hrs. per wk. x 52 wks.	4950.40
Contractual Service	
Audit - Consultant Fees	
Consultant - 40 days x $100.00	4000.00
Audit Fee	200.00
Supplies and Materials	
Books - $8.50 per child x 332	2822.00
Instructional Supplies $5.25 per child x 332	1733.00
T-shirt Awards $3.25 per child x 332	1079.00
Evaluation Materials	400.00
Travel	
400 miles x 12 teachers x .15	720.00
Principal & Supervisor's travel	800.00
Principal & Reading teacher's travel to national meeting	300.00
Equipment	
Laminating Machine	695.00
Copier	1356.00
Electric Primary Typewriter	430.00
Voice Projector	455.00
Table paper cutter	89.00
Fixed Costs - Social Security	424.26
Fixed Costs - Retirement	649.09
Fixed Costs - Hospitalization & Insurance	224.00
Other Expenses	
College Tuition for 16 teachers for RE 551-Field Experiences in Teaching Reading	2112.00
Principal & Supervisor's meals $10 x 2 x 5	100.00
Principal & Supervisor's lodging $25 x 4	100.00
Registration for NCCIRA for faculty $10 x 14	140.00
Registration for IRA for Principal & Reading Teacher $25 x 2	50.00
Lodging for Principal & Reading Teacher at IRA $40 x 4	160.00
External Evaluation	2000.00
Stipend $20 x 10 x 14	2800.00
Indirect Costs	575.13

APPENDIX A

Needs Assessment Data

STANFORD READING TEST RESULTS

May 1974 - May 1975

Grade	Time of Testing	Norm	Para. Meaning	Voc.	Word Study Skills	Ave. Reading
3	5/74	2.8	2.8	2.7	2.6	2.7
	5/75	3.8	3.7	3.6	3.2	3.5
	Growth	1.0	.9	.9	.6	.8
4	5/74	3.8	3.3	3.3	3.3	3.3
	5/75	4.8	4.4	4.8	3.7	4.3
	Growth	1.0	1.1	1.5	.4	1.0
5	5/74	4.8	3.9	4.6	3.7	4.3
	5/75	5.8	5.3	4.6	4.2	4.8
	Growth	1.0	1.4	0	.5	.5

INITIAL READING INVENTORY RESULTS

Level of Performance

Grade	RR	PP	FR	2^1	2^2	3^1	3^2	4	5	6	7	8	9	10
3	9	54	22	18	8	16	3	1	4	2				
4	5	1	5	22	9	6	2	24	20	3				
5	2	3	5	10	7	15	10	25	39	5	3			

Median I. Q., accoding to the California Test of Mental Aptitude 96.

EDUCATIONAL STATUS OF PARENTS
September, 1974

Educational Levels of Parents	No. of Cases	Percent
Post Graduates - Masters	0	0
College Graduates	7	1
Some College or Vocational Training	27	4
High School Graduates	132	22
Less than High School	338	47
Less than 8th Grade	119	26
Total	663	100

ESTIMATED ECONOMIC STATUS OF FAMILIES
September, 1974

Level of Income	Percent of Families
Above $15,000.00	5
From $10,000 to $15,000	25
From $7,500 to $10,000	23
From $5,000 to $7,500	35
Below $5,000	12
Total	100

OCCUPATIONAL STATUS OF PARENTS
September, 1974

Occupations of Parents	No. of Parents	Percent of Parents
Barbers, Beauticians	5	.8
City or State Government	3	.5
Construction	29	4.5
Domestics	14	2.0
Health - Nurse, Aide	3	.5
Housewife	126	19.9
Industry	298	47.5
Law Enforcement	2	.3
Mechanics	17	2.7
Professional	5	.8
Religion	3	.4
Sales	18	2.8
Secretarial - Clerical	19	3.3
Teacher Aide	5	.8
Truckdriver	22	3.4

Occupations of Parents	No. of Parents	Percent of Parents
Utility Worker	10	1.5
Unemployed	23	3.6
Unknown	25	3.9
Prison	2	.3
Restaurant-Cafeteria	4	.5

RESULTS OF
CRITERIA OF EXCELLENCE
FOR A
DEVELOPMENTAL READING PROGRAM

Holt Elementary School

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Key:

C = Completed
AC= Almost completed
B = Begun
NB= Not begun

NB 1. The organization of a Developmental Reading Program is based on a comprehensive analysis of (a) the school's success in meeting the needs of all children, and (b) the needs required by the total staff to assure the total provision of a quality learning experience for all children.

NB 2. The organization of a Developmental Reading Program is preceded by a full year of a carefully-planned series of activities involving the community and all professional personnel. A long-term comprehensive program development program is initiated. In it, emphasis is placed on (a) planning a coordinated approach to teaching and learning and (b) developing skills, concepts, and attitudes which enable teachers and school officials to implement the program.

NB 3. Beginning with the initial effort, the school community is actively involved, in an advisory capacity, in planning and implementing a Developmental Reading Program. Comprehensive procedures for disseminating information are utilized continuously.

NB 4. All students in all academic areas at all grade levels are provided initial classroom diagnosis during the first weeks of school to determine specific strengths, weaknesses, and needs. Continuous diagnosis is provided throughout the year.

NB 5. Non-readers, whether at the primary or intermediate age level, are provided with a specific intensive and extensive program including oral language development and other aspects of reading readiness. This program continues without regard to rigid time limits.

B 6. Regardless of the number of basal and supplementary materials being utilized, one series is designated as the lead basal. Except for poor and highly efficient readers, all students are associated with some title within the lead basal series.

NB 7. The modified Betts Criteria are utilized to determine the selection of the appropriate levels of learning materials, both for instruction and independent reading. These criteria are used throughout the year to assure the continued satisfactory matching of pupils and materials.

NB 8. An Initial Reading Inventory is used in conjunction with the modified Betts Criteria as one basis for identifying appropriate materials, both for instruction and independent reading. These criteria are used throughout the year to assure the continued satisfactory matching of pupils and materials.

NB 9. A comprehensive skills sequence chart is utilized by all teachers as the basis for providing further specific diagnosis and instruction at various levels. Each pupil's cumulative record includes an annotated copy of his own progress: this information is updated periodically.

NB 10. Students who require additional contacts with learning materials are provided with a sufficient variety of extensive reinforcement activities to insure the mastery and retnetion of information.

NB 11. As a corollary to the preceding guideline, emphasis is removed from completing certain lessons or units in a specific period of time or of finishing books.

Data about each pupil's present reading status are available in the principal's office.

NB 12. A variety of approaches based on student strengths, weaknesses, and specific needs are utilized. These include basal readers, individualized instruction, language experience, and high interest-low vocabulary programs for the types of pupils who can benefit from them.

NB 13. Coordinated Modality training is provided to meet the needs of students who learn best through auditory, visual, or kinesthetic sensory channels.

NB 14. For most children specific group instruction is provided rather than a dependence on (a) materials that 'teach' or (b) students to teach themselves with a minimum of guidance.

B 15. Specific daily provision is made for every child to engage in free reading at school.

NB 16. The school day is apportioned in such a manner as to provide additional instruction and practice time to students whose priority need requires an emphasis on reading.

NB 17. Procedures similar to those in reading are used to assure the provision for individual needs in each of the content areas of the curriculum.

NB 18. Materials acquisition is based upon analysis of a School-wide Inventory of Materials, determination of specific needs, and study of materials commercially available. It is followed by specific in-service and later by evaluation of the effectiveness of the material.

NB 19. Procedures for evaluating and reporting pupil progress and continuing needs to parents recognize each learner's growth in terms of his capability and progress rather than in comparison with dissimilar peers.

NB 20. A program development specialist provides continuing in-service to teachers and school officials rather than assuming responsibility for working with small groups of "remedial" students.

B 21. Media specialists teach weekly skills lessons designed to assist pupils and teachers in locating and using appropriate materials, both according to reading and interest levels. Media specialists are not considered as "bookkeepers".

NB 22. Provisions for evaluating the effectiveness of a Developmental Reading Program are carefully planned and continuously implemented by all school personnel. Evaluation procedures are based upon youngster's actual programs rather than inappropriate devices.

NB 23. The total school program results in daily success for all students and adult personnel in all subject areas at all grade levels.

PERCENT OF TEACHERS WHO IDENTIFY SPECIFIC AREAS IN WHICH HELP IS NEEDED IN READING READINESS

A.	Diagnosing children's specific reading readiness needs	47%
B.	Developing children's auditory discrimination	73%
C.	Developing children's auditory memory	73%
D.	Developing children's visual discrimination	60%
E.	Developing children's visual memory	51%
F.	Developing children's listening skills	54%
G.	Developing children's ability to follow directions	40%
H.	Developing children's speaking ability	54%
I.	Developing children's use of oral vacabulary	47%
J.	Developing children's use of oral context	87%
K.	Developing children's oral comprehension	47%
L.	Record-keeping	60%
M.	Working with several groups	73%
N.	Locating related materials	67%
O.	Developing teaching techniques	80%
P.	Organizing learning centers	80%
Q.	Developing children's knowledge of directionality and word boundaries	87%

PERCENT OF TEACHERS WHO IDENTIFY AREAS IN WHICH HELP IS NEEDED IN VOCABULARY DEVELOPMENT

A.	Determining children's knowledge of specific vocabulary	67%
B.	Determining vocabulary skill needs	94%
C.	Developing ability to use context clues	60%
D.	Developing ability to use a dictionary	33%
E.	Developing knowledge of synonyms	40%
F.	Developing knowledge of antonyms	40%
G.	Developing knowledge of heteronyms	60%
H.	Developing knowledge of homonyms	47%
I.	Developing knowledge of abbreviations	40%
J.	Developing knowledge of symbols	60%
K.	Developing knowledge of acronyms	73%
L.	Developing knowledge of root words	80%
M.	Developing knowledge of affixes	54%
N.	Developing listening vocabulary techniques	73%
O.	Developing speaking vocabulary techniques	80%
P.	Developing writing vocabulary techniques	80%
Q.	Record-keeping	67%
R.	Developing materials	80%
S.	Organizing learning centers	87%

PERCENT OF TEACHERS WHO IDENTIFY AREAS IN WHICH HELP IS NEEDED IN COMPREHENSION

A.	Determining children's level of comprehension	60%
B.	Developing children's specific comprehension skills	73%
C.	Developing literal, implied, and creative levels of comprehension	60%
D.	Developing ability to note main ideas	51%
E.	Developing ability to note major supporting details	51%
F.	Developing ability to note classifications	40%
G.	Developing ability to note sequence	54%
H.	Developing ability to note cause-effect relationships	67%
I.	Developing ability to note comparisons and contrasts	54%
J.	Developing ability to draw conclusions	67%
K.	Developing ability to predict outcomes	60%
L.	Developing ability to note sensory images	73%
M.	Developing ability to note story elements	40%
N.	Record-keeping	60%
O.	Teaching techniques	80%
P.	Locating related materials	73%
Q.	Developing materials	80%
R.	Organizing learning centers	80%

PERCENT OF TEACHERS WHO IDENTIFY SPECIFIC AREAS IN WHICH HELP IS NEEDED IN DIAGNOSING AND PRESCRIBING

A.	Using the Betts Criteria	40%
B.	Constructing an IRI	67%
C.	Administering an individual IRI	40%
D.	Administering a group IRI	47%
E.	Interpreting an IRI	34%
F.	Using the Gilmore Symbols	47%
G.	Grouping the groups	54%
H.	Securing needed reading books	40%
I.	Constructing learning centers	60%
J.	Developing independent activities	54%
K.	Constructing skills diagnostic pre-tests	87%
L.	Administering DPT'S	67%
M.	Using a Class Analysis Chart for skills grouping	87%
N.	Constructing contect-area reading level inventories	100%
O.	Constructing content-area skills inventories	94%
P.	Administering contect-area inventories	94%
Q.	Interpreting content-area inventories	100%
R.	Securing needed content-area textbooks	87%
S.	Identifying and using appropriate instructional approaches	80%
T.	Identifying and using appropriate sensory modalities	94%
U.	Constructing and using Skinny Book sets	80%

AREAS ADMINISTRATOR HAS IDENTIFIED AS NEEDING HELP

A. Conducting a needs assessment of pupils, parent, professionals, and program

B. Conducting a School-wide Inventory of Materials

C. Engaging in comprehensive planning

D. Explaining a Developmental Reading Program to professionals

E. Explaining a Developmental Reading Program to Parents

F. Mobilizing school and community support

G. Selecting a lead basal and coordinating reading series

H. Securing the needed basal reading texts

I. Securing the needed high-low reading series

J. Securing the needed content-area materials

K. Securing the needed reading readiness materials

L. Providing teachers the appropriate materials

M. Determining whether pupils have appropriate materials

N. Determining the quality of instruction during classroom visitations

O. Using research to build a school program

P. Planning a program development schedule

Q. Developing a reporting system for pupil progress

R. Evaluating the effectiveness of Developmental Reading Program

S. Coordinating the total school program

SPECIFIC AREAS WHERE PARENTS HAVE REQUESTED INFORMATION

1. Why different students are using different books.
2. Why students make the grades they get.
3. Why first graders don't bring their books home every night.
4. Why some children "fail" at the end of the year.
5. Why children are moved from class to class or group to group.
6. How can I tell if my child has a book that is too hard for him.
7. How I can help my pre-school child.
8. How I can help my school-age child.
9. How teachers teach reading.
10. How I will know before report card time if my child is having trouble.
11. How I can tell if my child is doing as well as he should be doing.
12. What report card grades and comments mean.
13. What IQ tests mean.
14. What achievement test means.
15. What the homework policy is (For example, how much time should it require, what is my responsibility, etc.).
16. What the school reading program includes.

APPENDIX B

Classroom teacher is anyone holding an "A" or "G" certificate in Primary or Elementary Education and who spends the entire school day with the same children.

Media Specialist holds an "A" Certificate in Library Science and works with both Classroom teachers and the students in locating and using materials. She teaches skills groups and schedules the media center for individual use, small groups, and large groups.

Reading Diagnostician diagnoses reading weaknesses in individual children and prescribes the needed materials for correction. She also assists the classroom teachers with problems in teaching reading and in locating needed materials.

Speech Teacher works with the classroom teachers in locating speech and hearing impaired children. She works with small groups on a part-time basis in remediation of speech problems.

EMH Resource Teacher works in small groups with the Educable Mentally Handicapped children. She works closely with the classroom teachers and co-ordinates her work with what the child is doing in the classroom.

Learning Disabilities Teacher works with small groups of children on a part-time basis, who should be experiencing success in school. Children are carefully screened by the Learning Disabilities teacher along with the principal, classroom teacher, and psychologist.

Music Teacher assists the classroom teacher once each week in the music program. She plans the instruction with the classroom teacher, and her program is coordinated with other class instruction.

Physical Education Teacher has each class one period each week for in-depth physical training. He also works with those children who need special help in motor development.

COMPREHENSIVE PLAN
FOR
LOCALLY INITIATED DEVELOPMENT
TITLE IV - PART C

Date Submitted July 12, 1976

PART I

STATISTICAL REPORT

SECTION A - GENERAL PROJECT INFORMATION

1. Name of Applicant (Local Education Agency):

   Lexington City School

   Address: P. O. Box 1068
   Lexington, N. C. 27292

   Phone Number (including Area Code): 704-246-2726

   County: Davidson

   Educational District: 5

   Congressional District: 5

2. Project Title: Improved Reading Instruction School-wide

3. Briefly summarize the pupose of the project and identify the critical educational need to which it is addressed:

   The purpose of the proposed project is to increase student reading achievement, teacher competency in teaching reading, and parental involvement in the school.

4. Name of Prposed Project Coordinator: Athelene Marlowe

Address: 100 Cotton Grove Road, Lexington, N. C. 27292

Phone Number (including Area Code): 704-246-2726

5. Is this person new to the staff: ____ Yes x No

6. If new to the system or to school staff, describe his/her previous position: ____

7. How much time will the coordinator devote to the project: ____

____ Full ____ Part 50 % Time

8. If part-time, describe other duties and indicate how much time will be spent on them: Principal

9. Name of School Superintendent: William Niven

Address: P. O. Box 1068, Lexington, N. C. 27292

Phone Number (including Area Code): 704-249-8176

II. Rationale

A. Goals and Continuing Objectives

1. To improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional, reinforcement and recreational strategies designed to meet the individual needs of students.
2. To increase student achievement in reading commensurate with ability and desire to read.
3. To increase the participation and involvement of parents in the academic development of their children.
4. To disseminate information about the program to all interested groups.

III. Statement of Need

The needs which this project address were identified in a systematic study conducted by the faculty at Holt Elementary School over a period of two years. Significant and pertinent data revealed by this study are summarized below:

1. Stanford Reading Test Results. The median gains for third-,fourth-, and fifth grade children during the 1974-75 school year were .8, 1.0, and .5 respectively. The median I. Q., according to the California Test of Mental Appitude is 96.

2. Initial Reading Inventory. In the fall of 1975, only 26 out of 128 third graders were at or above grade placement.
3. September, 1974, Estimated Economic Status of Parents. Only a total of 20% of the families of Holt Elementary students earn over $10,000 during the year.
4. September, 1974, Educational Status of Parents. Only 27% of the Holt Elementary Parents had completed high school. Only one percent had completed college.
5. September, 1974, Occupational Status of Parents. Of the parents, 48% are employed in industry, 20% are housewives, and the majority of the remaining parents are either unemployed or employed in semi-skilled positions.
6. Criteria of Excellence for school-wide reading program. Of the 23 components of a good reading program, Holt School had begun only three at the beginning of the 1974-75 school year.
7. Specific Areas in which Teachers Desire Assistance. Fifteen teachers completed request forms for information in reading readiness, vocabulary, comprehension, and diagnosing and prescribing. Fifty nine specific types of information were requested by a majority of the faculty.

8. Administrative Request. Principal and project director has identified 19 areas in which she needs additional assistance.
9. Parent request for Information. A total of 16 different questions were submitted by parents.

After careful study of these findings, the Holt School Faculty identified three areas for concentrated program development throughout the duration of the project. They are (a) accelerating the rate of pupil achievement, (b) enhancing the effectiveness of teacher-pupil interaction, and (c) fostering active involvement and educational reinforcement and support by parents.

C. Planning Process

The following people and/or organizations have been or will be actively involved in planning and implementing the proposed project.

1. Superintendent of Schools and School Board of Lexington City Schools - On the recommendation of the Superintendent, the School Board has approved the project with the understanding that continuation beyond the federal funding phase is expected through local support. Approval occurred at a regularly scheduled meeting of the board on January 13, 1976.

2. Miss Willie Trexler, Supervisor of the Lexington City Schools, initiated the proposed project and worked closely during its development.
3. Mrs. Athelene P. Marlowe, Principal of Holt Elementary School, and project director has been a primary source of specific suggestions for enhancing the effectiveness of the total school program.
4. The faculty of Holt Elementary School agreed to submit a project proposal.
5. Dr. Richard Culyer, External Program Development Specialist will provide consultative services in the implementation of this program.
6. The Parent Advisory Council and the Parent-Teachers Association will be actively involved. Meetings will be scheduled with members of the Parent Advisory Council (PAC) to disseminate general information relative to the project, and to encourage input from the community's representatives. More elaborate information, including specific practical techniques and information-building, will be presented through the Parent-Teacher Association. One or more special courses will be offered to parents based on the responses, tallied from the "Parent Requests for Information" survey.

7. News Media, primarily radio, television, and the newspaper, will be asked to become involved in disseminating information about the school and the program being provided to meet the children's needs.

III. Operation and Implementation

A. Organizational and Functional Operation

1. Teachers - Specific instruction both as a total faculty, and individually, will be provided teachers. The External Program Development Specialist will direct teachers in finding the right approach to teach children to read. He will also teach demonstration lessons, provide classroom assistance in using every approach to reading and in-service education. Teachers will also be enrolled in college credit, competency-based, reading courses.

The Specialist will instruct and guide teachers in the appropriate use of materials, methodology, diagnosis and organization with large groups, small groups, and with individuals.

Teachers will develop appropriate materials to use in the instructional program. They will help children become independent in using the various types of activities.

Teachers will be assited in determining when students should proceed horizontally or vertically in their reading.

The External Program Development Specialist will discuss the application of each of the three sensory channels, and the instructional procedures which are likely to prove effective when children posses facility in certain modalities. The teachers will acquire facility in providing instruction that considers all three sensory channels. They will learn to recognize when a certain procedure is ineffective for particular students because of a deficiency in one of the sensory channels.

2. Parents - Conduct, through the Southwest Parent Advisory Council, and the Parent-Teacher Association, a series of practical workshops in which specific techniques for enhancing children's development are presented and demonstrated. The classes will be taught either by the External Program Development Specialist or a specially-trained teacher.

Parents will be kept informed on the status of the program, the needs of the students, school, and staff, ways of meeting these needs, and problems which must be resolved.

The criteria which will be used in ascertaining the appropriateness of reading materials for student's use will be explained. Parents and volunteers will be taught to note the appropriateness of materials at both an instructional and independent level.

Testing procedures and an understanding of test results and what they tell about a child's progress will be explained to parents.

3. Children. Two plans will be used to improve the children's level of achievement. These are to adopt a differentiated curriculum for children whose needs vary, to utilize mastery teaching procedures which provide cumulative teaching and cumulative review until learning occurs.

   Children will be encouraged to read and helped to understand why acquiring the habit of reading is important if maximum learning is to occur.

C. Dissemination

A continuous information dissemination program is planned for Project IRIS. Information regarding the nature and scop of the project will be disseminated via the following channels.

1. Newspapers - Winston Salem Journal, High Point Enterprise, Greensboro Daily News, Salisbury Post, Thomasville Times, and the Lexington Dispatch.
2. Television - WGHP, High Point, WXII, Winston Salem, and WFMY, Greensboro.
3. Parent Advisory Council and Parent-Teacher Association.
4. Civic organizations such as the Charity League, Junior Women's Club, Kiwanis Club, and Rotary Club. We are committed to making six presentations to such groups during the 1976-77 project year.
5. Radio spots - High Point, Thomasville, and Lexington.

Insofar as plans for disseminating specific data outcomes are concerned, Project IRIS is committed to communicating to the local education agency and to adjacent local and regional education agencies annual summary for project children. This summary will analyze data by grade, sex, race, and intelligence bands. Evaluative data will include achievement and initial reading inventory pre- and post- scores and progress rates.

D. Evidence of Local System Commitment

On the recommendation of the Superintendent, the School Board approved the project with the understanding that continuation beyond the federal funding phase is expected through local support. Approval occurred at a regularly scheduled meeting of the board on January 13, 1976.

The Principal and all members of the faculty have indicated their commitment by signing a statement which reflected every aspect of the program to which they are committed.

Parents have indicated their commitment by showing increased interest in the school, and enthusiasm over the possibility of having a better reading program in the school.

APPENDIX B

1976 - 77 OBJECTIVES AND STRATEGIES

PART I

STATISTICAL REPORT

Date Submitted May 4, 1977

SECTION A - GENERAL PROJECT INFORMATION

1. Name of Applicant (Local Education Agency):

   Lexington City Schools

2. List other participating unities if multi-LEA proposal:

3. Project Title:

   Improving Reading Instruction School-wide

4. Briefly summarize the purpose of your project and the activities planned for the new fiscal year.

   The purpose of the proposed project is to increase student reading achievement, to provide creative enrichment, increase teacher competency in teaching reading, and increase parental involvement in the school.

   During the coming year teachers will continue with staff development activites which will make them more competent in the diagnosis of the children's strengths and weaknesses in all skill areas. The procedure the teachers have learned in teacher reading will be extended into the other content areas. Creative enrichment activities will be extended as well as helping children to appreciate good literature.

5. Name of Proposed Project Coordinator: Athelene P. Marlowe

Address: 434 Central Ave., Lexington, N. C. 27292

Phone Number (Including Area Code): 704-246-2726

6. Is this person new to the staff: ____Yes __x__No

7. How much time will the coordinator devote to the project:

____Full ____Part __50__% Time

8. If part-time, describe other duties and indicate how much time will be spent on them:

Principal - 50%

PART II

A. In order to carry out the recommendations made by our evaluation team, one continuing objective is being added. The added objective is as follows:

> To provide creative enrichment activities to stimulate creativity and appreciation of good literature.

B. Next year's school enrollment will be larger due to the size of the third grade classes entering the school. This will also necessitate the employment of one additional teacher.

Funds are being included in next year's budget for psychological services which are not avilable for children with behavorial pattersn which are interfering with instruction.

The Media Center will be kept open this summer for book circulation. Story telling periods will be provided for students who come for tutoring sessions as well as any others who wish to attend. Each teacher will work five days during the summer, with a stipend, constructing materials needed to adapt the skills in teaching reading to the content areas.

A stipend for two reading aides is included for the two weeks next year that the teachers work before the students arrive. The aides will assist in administering the individual Initial Reading Inventories and in the preparation of materials.

Our plans for next year include the publication of a brochure describing our program and a booth at the annual meeting of the North Carolina Council - International Reading Association.

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date May 2, 1977

Continuing Objective 1. To improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional reinforcement and recreational strategies designed to meet individual needs of students.

Specific Objectives, Strategies, Critical Tasks	Responsibility	Resources
1.1 By June 1, 1978, 100% of the teachers at Southwest Elementary School will have demonstrated specific competencies in the following areas as evidenced by meeting or exceeding a mastery level score of 95 on an effective educational activities check list. a. Using the language-experience approach b. Using Single Concept Cards c. Teaching a Developmental Lesson Plan in reading and in a Content Area d. Teaching letter-sound association e. Using learning centers and independent activities f. Providing recreational reading		
1.1.1 Conduct in-service sessions on a weekly basis for a total of thirty days	External Program Development Specialist	

1.1.2	Maintain a collection of professional books and journals	Media Specialist	ALA Books
1.1.3	Provide opportunities for teachers to visit classes and to report new ideas acquired	Principal	List of schoools
1.1.4	Construct materials for extending reading competencies into content areas	Teachers	Discarded textbooks Paper Supplies Paperback Books

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date May 2, 1977

Continuing Objective 1. To increase student achievement in reading commensurate with ability and desire to read

Specific Objective, Strategies, Critical Tasks	Responsibility	Resources
2.1 By June 1, 1978, the median gain of Southwest Elementary School students in grades 3-4-5 will be at least 1.0 years, as measured by scores on the Stanford Reading Test and the initial Reading Inventory.		
2.1.1 Diagnose the reading level of students	External Program Development Specialist, Teachers	Initial Reading Inventories
2.1.2 Provide books and accompanying materials to teachers	External Program Development Specialist, Principal, and Reading Specialist	Textbooks Comprehension Questions Workbooks
2.1.3 Mastery testing material	External Program Development Specialist, Reading Specialist Teachers	Mastery Tests

2.1.4 Provide group Insutruction for students	Teachers
2.1.5 Make pre-and post-test comparisons of students competence in using specific skills	Teachers
2.1.6 Provide opportunities for students to indicate something learned each day	Teachers

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City

Date May 2, 1977

Continuing Objective 2. To increase student achievement in reading commensurate with ability and desire to read.

Specific Objective, Strategies, Critical Tasks		Responsibility	Resources
2.2	By January, 6, 1978, 85% of the students at Southwest Elementary School will have read at least 100 books. Of the remaining, 10% will have read 50 books and 5% will have read at least 25 books.		
2.2.1	Every student will be provided 30 minutes of free reading time each day.	Teachers Media Specialist	Books
2.2.2	Provide classroom collection of books at a variety of reading and interest levels for six weeks at a time	Media Specialist	Books
2.2.3	Send weekly list of recommended television and radio programs to each class and list the available books that are related to each program.	Media Specialist	
2.2.4	Provide Skinny Books for beginning and poor readers	All Personnel	Skinny Books

2.2.5 Organize a paperback book club and establish a lending library	All Classes	Book Display
2.2.6 Operate a school book store	Principal	Books
2.2.7 Display stories written by students	Media Specialist	
2.2.8 Develop a RIF Project	Principal	RIF Materials
2.2.9 Provide Skinny Books in the Content Areas for beginning and poor readers	All Personnel	Skinny Books
2.2.10 Principal will read each day in a different classroom so students can see that important adults read	Principal	Novels
2.2.11 Develop procedures for classroom management with students reading at various levels	Reading Specialist	
2.2.12 Teach weekly skills lessons	Media Specialist	
2.2.13 Provide separate lists of books graduated in difficulty for students at various reading and grade levels	Media Specialist	
2.2.14 Provide both regular periods for class visitations to the media center and free time for small groups and individuals.	Media Specialist	

2.2.15	Keep the media center open before and after school and during the summer	Principal Media Specialist
2.2.16	Provide students with list of Award Winning Books to read	Media Specialist

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date May 2, 1977

Continuing Objective 3. To provide creative enrichment activities to stimulate an appreciation of good literature.

Specific Objective, Strategies, Critical Tasks	Responsibility	Resources
3.1 By June 1, 1978, 100% of the children at Southwest Elementary School will have gained interest in writing creative stories and in reading good literature		
3.1.1 New Media Specialist will provide new and exciting activities to stiumlate children in reading	Media Specialist	
3.1.2 Book reviews will be given orally, taped for other students and classes, dioamas made, and comparisons and contrast made between different versions of the same story	Media Specialist Teachers Students	
3.1.3 Media Specialist will provide story telling time, puppet shows with student participation, and information on writers of good books	Media Specialist	
3.1.4 Teachers will read to children each day, with emphasis placed on reading the award winning books	Teachers	
3.1.5 Opportunities will be provided in class for creative writing several times each week	Teachers	

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date May 2, 1977

Continuing Objective 4. To increase the participation and involvement of parents in the academic development of their children.

Specific Objectives, Strategies, Critical Tasks	Responsibility	Resources
4.1 By June 1, 1978, the parents of at least 66 children will have attended a ten hour workshop for parents.		
4.1.1 Encourage members of the Advisory Council (and other interest people) to attend program development sessions	All Personnel	
4.1.2 Publicly recognize all people who contribute in some way to the improvement of the school program. Use newspaper articles, school newsletters PTA "name calling", certificates, than you notes, etc.	All Personnel	
4.1.3 Provide refreshments and transportation for parents to participate in school activities	Principal	
4.1.4 Give awards to children whose parents attend workshops and PTA.	Principal	

PART III, SECTION

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City

Date May 2, 1977

ContinuingObjective 5. To disseminate information about the program to all interested groups.

Specific Objectives, Strategies, Critical Tasks		Responsibility	Resources
5.1	By June 1, 1978, the project will have reached an audience of at least 100 persons through a variety of disseminating techniques as documented by a project scrapbook and project visitor's log.		
5.1.1	Conduct Open House several times each year	All Personnel	
5.1.2	Make numerous PTA presentation	All Personnel	
5.1.3	Distribute a monthly newsletter	Principal	
5.1.4	Use National Education Week Activities to project the school's message	All Personnel	
5.1.5	Write newspaper articles and take pictures delivering the final product to the newspaper	Principal	

5.1.6	Obtain "public interest" time on radio and local television to explain the program	Principal
5.1.7	Publicly recognize all people who contribute some way to the improvement of the school program	Principal
5.1.8	Conduct workshops in other school systems in North Carolina and in other states	

APPENDIX C

1977 - 78 OBJECTIVES AND STRATEGIES

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date July 12, 1976

Continuing Objective 1. To improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional, reinforcement and recreational strategies designed to meet the individual needs of students.

Specific Objective, Strategies, Critical Tasks	Responsibility	Resources
1.1 By June 1, 1977, 100% of the teachers at Southwest Elementary School will have demonstrated specific competencies in the following areas as evidenced by meeting or exceeding a mastery level score of 90 on an effective educational activities checklist. a. Using the language-experience approach b. Using Single Concept Cards c. Teaching a Developmental Lesson Plan d. Teaching letter-sound associations e. Using learning centers and independent activities f. Providing recreational reading		
1.1.1 Conduct in-service sessions on a weekly basis for a total of thirty days	External Program Development Specialist	
1.1.2 Maintain a collection of professional books and journals	Media Specialist	
1.1.3 Provide opportunities for teachers to visit classes and to report new ideas acquired	Principal	

1.1.4	Conduct ten four-hour workshops during the summer with emphasis on Developmental lesson plans, Learning Centers, etc.	External Development Specialist

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City

Date July 12, 1976

Continuing Objective 2. To increase student achievement in reading commensurate with ability and desire to read.

Specific Objective, Strategies, Critical Tasks	Responsibility	Resources
2.1 By June 1, 1977, the median gain of Southwest Elementary School students in grade 3-4-5 will be at least 1.0 years, as measured by scores on the Stanford Reading Test and the Initial Reading Inventory		
2.1.1 Diagnose the reading level of students	All Personnel	Initial Reading Inventories
2.1.2 Provide books and accompanying materials to teachers	External Program Development Specialist Reading Specialist	Textbooks Comprehension Questions Workbooks Mastery Test
2.1.3 Mastery testing of material	External Program Development Specialist Reading Specialist	Mastery Tests
2.1.4 Provide group Insutruction for students	Teachers	
2.1.5 Make pre- and post-test comparisons of students competence in using specific skills	Teachers	

2.1.6	Provide opportunities for students to indicate something learned each day	Teachers

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date July 12, 1976

Continuing Objective 2. To increase student achievement in reading commensurate with ability and desire to read.

Specific Objectives, Strategies, Critical Tasks	Responsibility	Resources
2.2 By January 6, 1977, 80% of the students at Southwest Elementary School will have read at least 100 books Of the remaining 20%, 15% will have read 50 books and 5% will have read at least 25 books.		
2.2.1 Every student will be provided 30 minutes of free reading time every day	Teachers Media Specialist Principal	Book Collections
2.2.2 Provide classroom collections of books at a variety of reading and interest levels for six weeks at a time.	Media Specialist	Classroom Collections
2.2.3 Send a weekly list of recommended television and radil programs to each class and list the available books that are related to each program	Media Specialist	
2.2.4 Provide Skinny Books for beginning and poor readers	All Personnel	Skinny Books
2.2.5 Organize a paperback book club and establish a lending library	All Classes	Book Display

2.2.6	Operate a school book store	Media Specialist	Books
2.2.7	Display stories written by students	Media Specialist	
2.2.8	Develop a RIF Project	P.T.A. Media Specialist Principal	Materials from RIF
2.2.9	Principal will read each day in a different classroom so students can see that important adults read.	Principal	Novels
2.2.10	Develop procedures for classroom management with students reading at various levels.	Reading Specialist	
2.2.11	Teach weekly skills lessons	Media Specialist	
2.2.12	Provide separate lists of books graduated in difficulty for students at various reading and grade levels.	Media Specialist	
2.2.13	Provide both regular periods of class visitations to the media center and free time for small groups and individuals.	Media Specialist	
2.2.14	Keep the media center open before and after school and during the summer	Principal	

PART III, SECTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City Date July 12, 1976

Continuing Objective 3. To increase the participation and involvement of parents in the academic development of their children.

Specific Objectives, Strategies, Critical Tasks	Responsibility	Resources
3.1 By June 1, 1977, the parents of at least 66 children will have attended one or both of the ten-hour workshops for parents.		
3.1.1 Encourage members of the Advisory Council (and other interested people) to attend program development sessions	All Personnel	
3.1.2 Publicly recognize all people who contribute in some way to the improvement of the school program. Use newspaper articles, school newsletters, PTA "name-calling", certificates, than you notes, etc.	All Personnel	

PART III, SCTION B

SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Project System Lexington City

Date July 12, 1976

Continuing Objective 4. To disseminate information about the program to all interested groups.

Specific Objectives, Strategies, Critical Tasks	Responsibility	Resources
4.1 By June 1, 1977, the project will have reached an audience of at least 100 persons through a variety of disseminating techniques as documented by a prject scrapbook and project visitor's log.		
4.1.1 Conduct Open House several times each year	All Personnel	
4.1.2 Make numerous PTA presentations	All Personnel	
4.1.3 Distribute a bi-monthly newsletter	Principal	
4.1.4 Use National Education Week Activities to project the school's message	All Personnel	
4.1.5 Write newspaper articles and take pistures delivering the final product to the newspaper	Principal	
4.1.6 Obtain "public interest" time on radio and local television to explain the program	Principal External Program Development Specialist	
4.1.7 Publicly recognize all people who contribute in some way to the improvement of the school program	Principal	

PART IV

SUMMATIVE EVALUATION PLAN

Project System Lexington City

Date August 9, 1976

Continuing Objective 1. To improve the teaching of reading by providing opportunities for classroom teachers to increase their skills in a wide variety of instructional, reinforcement and recreational strategies designed to meet the individual needs of students.

Specific Objective/Question	Sample: Data Source(s)	Data Collection/ Instrument	Responsibility for data collection	Date(s)
1.1 By June 1, 1977, 100% of the teachers at Southwest Elementary School will have demonstrated specific competencies in the following areas as evidenced by meeting or exceeding a mastery level score of 90 on an effective educational activities checklist a. Using the language-experience approach b. Using Single Concept Cards c. Teaching a Developmental Lesson Plan d. Teaching letter-sound associations e. Using learning centers and independent activities f. Providing recreational reading	All Teachers	Educational Activities Checklist Observations Interviews	Project Director External Program Development Specialist External Evaluator	Pre- 9/1/76 Post- 5/30/77

PART IV

SUMMATIVE EVALUATION PLAN

Project System Lexington City

Date August 9, 1976

Continuing Objective 2. To increase student achievement in reading commensurate with ability and desire to read.

Specific Objective/Question	Sample: Data Source(s)	Data Collection/ Instrument	Responsibility for Data Collection	Date(s)
2.1 By June 1, 1977, the median gain of Southwest Elementary School students in grades 3-4-5 will be at least 1.0 years, as measured by scores on the Stanford Reading Test and the Initial Reading Inventory	All Students	Stanford Reading Test	Project Director Outside Evaluator Teachers	Pre- 9/1/76 Post- 5/30/77
2.2 By January 6, 1977, 80% of the students at Southwest Elementary School will have read at least 100 books. Of the remaining 20%, 15% will have read 50 books and 5% will have read at least 25 books.	All Students	Student's Records	Teachers Project Director External Evaluator	Pre- 9/1/76 Post- 5/30/77

PART IV

SUMMATIVE EVALUATION PLAN

Project System Lexington City Date August 9, 1976

Continuing Objective 1. To increase the participation and involvement of parents in the academic development of their children.

Specific Objectives/Questions	Sample: Data Source(s)	Data Collection/ Instrument	Responsibility for Data Collection	Date(s)
3.1 By June 1, 1977, the parents of at least 66 children will have attended one or both of the ten-hour workshops for the parents.	All Parents	Record of Parent Attendance	Teachers Project Director External Evaluator	5/30/77

PART IV

SUMMATIVE EVALUATION PLAN

Project System Lexington City Date August 9, 1976

Continuing Objective 4. To disseminate information about the program to all interested groups.

Specific Objective/Question	Sample: Data Source(s)	Data Collection/ Instrument	Responsibility for Data Collection	Date(s)
4.1 By June 1, 1977, the project will have reached an audience of at least 100 persons through a variety of disseminating techniques as documented by a project scrapbook and project visitor's log.	Total Audience	Record of Dissemination methods	Teachers Project Director Reading Specialist External Evaluator	Pre- 9/1/76 Post- 5/30/77

APPENDIX D

CRITERIA FOR OBSERVING
A DEVELOPMENTAL LESSON PLAN

CRITERIA FOR OBSERVING
A DEVELOPMENTAL LESSON PLAN

By Dr. Richard Culyer, External Program Development Specialist

Observer______________________________ Date ________________________

Teacher______________________________ Grade ________________________

Circle the observed behavior.

Yes No 1. Were appropriate vocabulary words presented in context prior to the reading?

Yes No 2. Was a vocabulary quiz given prior to the reading?

Yes No 3. Were students required to correct their errors and take an alternate form of the quiz until they scored at least 70%?

Yes No 4. Was there a brief but sufficient discussion of the story's background?

Yes No 5. Were important purpose questions written on the board?

Yes No 6. Were word consultants designated to provide assistance during the silent reading activity so the teacher could be working with another group? (Exception: students reading at the first-grade reading levels)

Yes No 7. Was the Every-Pupil Response technique used during questioning with groups of pupils reading below the 2-1 reading level?

Yes No 8. Were written comprehension questions provided at the 2-1 reading levels and above?

Yes No 9. Did the comprehension quiz include literal, implied, vocabulary, and creative questions?

Yes No 10. Did the questions avoid the recognition-response and true-false formats?

Yes No 11. Did the questions require the pupils to read the selection?

Yes No 12. Was there a discussion including the purpose questions and encompassing the entire story?

Yes No 13. If oral reading was used for diagnosis, was it accompanied by teacher notations of pupil's needs?

Yes No 14. Was oral reading used to prove a point (in either the discussion or during the process of checking the papers or both)?

Yes No 15. Were comprehension questions checked wither with or by the pupils?

Yes No 16. Did almost every student score at least 70% on the comprehension quiz?

Yes No 17. Did almost every student score at least 94% on oral reading?

Yes No 18. Did silent reading precede oral reading (except for diagnostic purpose)?

Yes No 19. Were students expected to correct their errors and identify the page and paragraph which suggested the appropriate response?

Yes No 20. Were trade books related to the story made readily available?

Yes No 21. Were specific skills taught before follow-through reinforcement activities were provided?

Yes No 22. Were students required to demonstrate instructional competence before they were assigned independent activities?

Yes No 23. Were duplicated materials clear and easy to see?

Yes No 24. Was there evidence of an effort to interrelate the language arts through creative writing, spelling, handwriting, etc.?

Yes No 25. Was there evidence that children have become accustomed to the procedure?

APPENDIX E

Evaluative Report of IRS for the 1977-78 school year at Southwest Elementary School, Lexington, North Carolina

IRIS

PROJECT TITLE: IMPROVING READING INSTRUCTION SCHOOL-WIDE
SOUTHWEST ELEMENTARY SCHOOL
LEXINGTON, NORTH CAROLINA
Evaluative Report of IRIS for the 1977-78 school year at
Southwest Elementary School, Lexington, North Carolina

PREFACE

This evaluative report will focus primarily on the results of the IRIS project for the 1977-78 school year, with major emphasis on determining whether or not the stated objectives of the project were met, and to what degree. The control school's results will be noted and discussed, but not as completely as those of the experimental school. The primary instrument using in determining the reading progress of the students was the Stanford Achievement (Reading) Test, which is the same test that was used last year.

Consideration will be given, too, to the results of the I.R.I. (Initial Reading Inventory), as well as an overview of the rationale of the project, the variables in the program, possible criticisms and weaknesses in the program, teacher preparation for working in the program, with a look to the future as to its possible transferability.

THE SECOND YEAR

For the second year, in Project IRIS, practically everyone was concerned, was active, and was intelligently trying to make the project an overwhelming success. In a project such as this, one rarely achieves perfect success. In fact, it would be difficult to define what a perfect success is on such a project. The personnel involved in this project, though, from the students to the individual responsible for the overall operation, have been helpful; they have been concerned; and, overall, they have worked. In talking with students, one quickly finds out that the students are aware of the process, if only through the rewards that they get for doing an above-average job. However, it was this evaluator's experience that the students were involved more than just for the rewards given for their extra participation. The teachers were involved; the administrator was involved; and the parents were involved, but, possibly, the weakest point was that the project did not involve as many parents as it was hoped to get involved. It is the opinion of this evaluator that every effort was made, in this project, to make it a total success.

Appendix A.

SOUTHWEST ELEMENTARY SCHOOL
Initial Reading Inventory (I.R.I.)
May, 1978

Third Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	2	9.00	2%
	3.0 to 3.9	3.50	4	14.00	4%
	2.0 to 2.9	2.50	18	45.00	17%
	1.0 to 1.9	1.50	39	58.50	36%
	.5 to .9	0.75	17	12.75	16%
	.01 to .49	0.25	24	6.00	22%
	No change	0.00	3	0.00	3%
	-.01 to -1.0	-.50	0	0.00	0%
	Totals		107	145.25	100%

Mean change in I.R.I. for 1977-78 school year =+1.36

Fourth	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	1	4.50	1%
	3.0 to 3.9	3.50	5	17.50	4%
	2.0 to 2.9	2.50	31	77.50	22%
	1.0 to 1.9	1.50	44	66.00	32%
	.5 to .9	0.75	16	12.00	12%
	.01 to .49	0.25	9	2.25	7%
	No change	0.00	24	0.00	18%
	-.01 to -1.0	-.5	5	-2.50	4%
	Totals		35	177.25	100%

Mean change in I.R.I for 1977-78 achool year =+1.31

Appendix B.

SOUTHWEST ELEMENTARY SCHOOL
Initial Reading Inventory (I.R.I.)
May, 1978

Fifth Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	0	0.00	0%
	3.0 to 3.9	3.50	7	24.50	9%
	2.0 to 2.9	2.50	15	37.50	17%
	1.0 to 1.9	1.50	24	36.00	28%
	.5 to .9	0.75	2	1.50	2%
	.01 to .49	0.25	16	4.00	18%
	No change	0.00	23	0.00	26%
	-.01 to 1.0	-.50	0	0.00	0%
	Totals		87	103.50	100%

Mean change in I.R.I. for 1977-78 school year = +1.19

School-wide Totals	Change range by years	Mid-point	Number of students	Total change by years	Percentage of student
	4.0 and up	4.50	3	13.50	1%
	3.0 to 3.9	3.50	16	56.00	5%
	2.0 to 2.9	2.50	63	157.50	19%
	1.0 to 1.9	1.50	106	159.00	32%
	.5 to .9	0.75	36	26.25	11%
	.01 to .49	0.25	49	12.25	15%
	No change	0.00	50	0.00	15%
	-.01 to -1.0	-.50	5	-2.50	2%
	Totals		327	422.00	100%

Mean changes in I.R.I. for 1977-78 school year = +1.29

Appendix C.

SOUTHWEST ELEMENTARY SCHOOL
Stanford Achievement (Reading) Test
May, 1978

Third Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	0	0.00	0%
	3.0 to 3.9	3.50	1	3.50	2%
	2.0 to 2.9	2.50	0	0.00	0%
	1.0 to 1.9	1.50	16	24.00	25%
	.5 to .9	0.75	21	15.75	30%
	.01 to .49	0.25	12	3.00	18%
	No change	0.00	1	0.00	2%
	-.01 to -1.0	-.50	15	-7.50	23%
	Totals		66	38.75	100%

Mean change in reading for 1977-78 school year = +.59

Fourth Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	2	9.00	3%
	3.0 to 3.9	3.50	2	7.00	3%
	2.0 to 2.9	2.50	12	30.00	20%
	1.0 to 1.9	1.50	20	30.00	32%
	.5 to .9	0.75	18	13.50	29%
	.01 to .49	0.25	6	1.50	10%
	No change	0.00	0	0.00	0%
	-.01 to -1.0	-.50	2	-1.00	3%
	Totals		62	90.00	100%

Mean change in reading for 1977-78 achool year = +1.45

Appendix D.

SOUTHWEST ELEMENTARY SCHOOL
Stanford Achievement (Reading) Test
May, 1978

Fifth Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	1	4.50	1%
	3.0 to 3.9	3.50	1	3.50	1%
	2.0 to 2.9	2.50	9	22.5	13%
	1.0 to 1.9	1.50	32	48.0	46%
	.5 to .9	0.75	12	9.00	17%
	.01 to .49	0.25	9	2.25	13%
	No change	0.00	2	0.00	2%
	Totals		71	87.25	7%

Mean change in reading for 1977-78 school year = +1.23

School-wide Totals	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	3	13.50	2%
	3.0 to 3.9	3.50	4	14.00	2%
	2.0 to 2.9	2.50	21	52.50	11%
	1.0 to 1.9	1.50	68	102.00	34%
	.5 to .9	0.75	51	38.25	25%
	.01 to .49	0.25	27	6.75	13%
	No change	0.00	3	0.00	2%
	-.01 to -1.0	-.50	22	-11.00	11%
	Totals		199	216.00	100%

Mean change in reading for 1977-78 school year = +1.09

Appendix E.

SOUTHWEST ELEMENTARY SCHOOL
Stanford Achievement (Reading) Test
May, 1978

Third Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	0	0.00	0%
	3.0 to 3.9	3.50	1	3.50	1%
	2.0 to 2.9	2.50	14	35.00	13%
	1.0 to 1.9	1.50	39	58.50	37%
	.5 to .9	0.75	44	33.00	42%
	.01 to .49	0.25	0	0.00	0%
	No change	0.00	0	0.00	0%
	-.01 to -1.0	-.50	7	-3.50	7%
	Totals		105	126.50	100%

Mean change in reading for 1977-78 school year = +1.20

Fourth Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	2	9.00	2%
	3.0 to 3.9	3.50	9	31.50	7%
	2.0 to 2.9	2.50	22	55.00	17%
	1.0 to 1.9	1.50	36	54.00	28%
	.5 to .9	0.75	47	35.25	37%
	.01 to .49	0.25	0	0.00	0%
	No change	0.00	0	0.00	0%
	-.01 to -1.0	-.50	11	-5.50	9%
	Totals		127	179.25	100%

Mean change in reading for 1977-78 achool year = +1.41

Appendix F.

SOUTHWEST ELEMENTARY SCHOOL
Stanford Achievement (Reading) Test
May, 1978

Fifth Grade	Change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	0	0.00	0%
	3.0 to 3.9	3.50	7	24.50	8%
	2.0 to 2.9	2.50	17	42.50	18%
	1.0 to 1.9	1.50	40	60.00	43%
	.5 to .9	0.75	23	17.25	24%
	.01 to .49	0.25	0	0.00	0%
	No change	0.00	0	0.00	0%
	-.01 to -1.0	-.50	7	-3.50	7%
	Totals		94	140.75	100%

Mean change in reading for 1977-78 achool year = +1.50

School-wide totals	change range by years	Mid-point	Number of students	Total change by years	Percentage of students
	4.0 and up	4.50	2	9.0	1%
	3.0 to 3.9	3.50	17	59.50	5%
	2.0 to 2.9	2.50	53	132.50	16%
	1.0 to 1.9	1.50	115	172.50	35%
	.5 to .9	0.75	114	79.80	35%
	.01 to .49	0.25	0	0.00	0%
	No change	0.00	0	0.00	0%
	-.01 to -1.0	-.50	25	-12.50	8%
	Totals		326	440.50	100%

Mean change in reading for 1977-78 school year = +1.35

Appendix G. PERCENT OF TEACHERS WHO IDENTIFIED AREAS IN WHICH HELP IS NEEDED IN COMPREHENSION

	Needed help in 1976	Needed help in 1978
A. Determining children's level of comprehension	60%	21%
B. Developing children's specific comprehension skills	73%	29%
C. Developing literal, implied, and creative levels of comprehension	60%	14%
D. Developing ability to note main areas	51%	21%
E. Developing ability to note major supporting details	51%	29%
F. Developing ability to note classifications	40%	29%
G. Developing ability to note sequence	54%	0%
H. Developing ability to note cause-effect relationships	67%	36%
I. Developing ability to note comparisons and contrasts	54%	14%
J. Developing ability to draw conclusions	67%	0%
K. Developing ability to predict outcomes	60%	21%
L. Developing ability to note sensory images	73%	21%
M. Developing ability to note story elements	40%	21%
N. Record-keeping	60%	21%
O. Teaching techniques	80%	14%
P. Locating related materials	73%	29%
Q. Developing materials	80%	21%
R. Organizing learning centers	80%	57%

Appendix H. PERCENT OF TEACHERS WHO IDENTIFIED AREAS IN WHICH HELP IS NEEDED IN VOCABULARY DEVELOPMENT

	Needed help in 1976	Needed help in 1978
A. Determining children's knowledge of specific vocabulary	67%	14%
B. Determining vocabulary skill needs	94%	14%
C. Developing ability to use context clues	60%	14%
D. Developing ability to use a dictionary	33%	21%
E. Developing knowledge of synonyms	40%	0%
F. Developing knowledge of antonyms	40%	0%
G. Developing knowledge of heteronyms	60%	43%
H. Developing knowledge of homonyms	47%	7%
I. Developing knowledge of abbreviations	40%	7%
J. Developing knowledge of symbols	60%	7%
K. Developing knowledge of acronyms	73%	43%
L. Developing knowledge of root words	40%	0%
M. Developing knowledge of affixes	54%	7%
N. Developing listening vocabulary techniques	73%	29%
O. Developing speaking vocabulary techniques	80%	50%
P. Developing writing vocabulary techniques	80%	21%
Q. Record-keeping	67%	29%
R. Developing materials	80%	29%
S. Organizing learning centers	87%	50%

Appendix I. PERCENT OF TEACHERS WHO IDENTIFIED AREAS IN WHICH HELP IS NEEDED IN READING READINESS

	Needed help in 1976	Needed help in 1978
A. Diagnosing children's specific reading readiness needs	47%	36%
B. Developing children's auditory discrimination	75%	14%
C. Developing children's auditory memory	73%	36%
D. Developing children's visual discrimination	60%	21%
E. Developing children's visual memory	51%	14%
F. Developing children's listening skills	54%	36%
G. Developing children's ability to follow directions	40%	43%
H. Developing children's speaking ability	54%	29%
I. Developing children's use of oral vocabulary	47%	43%
J. Developing children's use of oral context	87%	7%
K. Developing children's oral comprehension	47%	0%
L. Record-keeping	60%	21%
M. Working with several groups	73%	28%
N. Locating related materials	67%	29%
O. Developing teaching techniques	80%	29%
P. Organizing learning centers	80%	50%
Q. Developing children's knowledge of directionality and word boundaries	87%	43%

Appendix J. PERCENT OF TEACHERS WHO IDENTIFIED AREAS IN WHICH HELP IS NEEDED IN DIAGNOSING AND PRESCRIBING

	Needed help in 1976	Needed help in 1978
A. Using the Betts Criteria	40%	21%
B. Constructing an IRI	67%	21%
C. Administering an IRI	40%	21%
D. Administering a group IRI	47%	31%
E. Interpreting an IRI	34%	0%
F. Using the Gilmore Symbols	47%	14%
G. Grouping the groups	54%	0%
H. Securing needed reading books	40%	14%
I. Constructing learning centers	60%	50%
J. Developing independent acitivites	54%	21%
K. Construction skills diagnostic pre-test (DPT'S)	87%	21%
L. Administering DPT'S	67%	77%
M. Using a Class Analysis Chart for skills grouping	87%	14%
N. Constructing content-area skills inventories	94%	36%
O. Constructing content-area reading level inventories	100%	43%
P. Administering content-area inventories	94%	43%
Q. Interpreting content-area inventories	100%	43%
R. Securing needed content-area textbooks	87%	21%
S. Identifying and using appropriate instructions approaches	80%	21%
T. Identifying and using appropriate sensory modalities	94%	29%
U. Constructing and using Skinny Book sets	80%	14%

Appendix K. TEACHER COMPETENCIES - READINESS

Directions: Please circle the appropriate response insofar as your ability to meet the needs of all of your children is concerned.

Category		I really don't need help here.	I need some help here.	I really do need help hee.
A.	Diagnosing children's specific reading readiness needs.	1	2	3
B.	Developing children's auditory discrimination.	1	2	3
C.	Developing children's auditory memory.	1	2	3
D.	Developing children's visual discrimination.	1	2	3
E.	Developing children's visual memory.	1	2	3
F.	Developing children's listening skills.	1	2	3
G.	Developing children's ability to follow directions.	1	2	3
H.	Developing children's speaking ability.	1	2	3
I.	Developing children's use of oral vocabulary.	1	2	3
J.	Developing children's use of oral context	1	2	3
K.	Developing children's oral comprehension.	1	2	3
L.	Record-keeping	1	2	3
M.	Working with several groups.	1	2	3
N.	Locating related materials	1	2	3
O.	Developing teaching techniques.	1	2	3
P.	Organizing learning centers.	1	2	3
Q.	Developing children's knowledge of directionality and word boundaries.	1	2	3

I. OVERVIEW

After considering the entire project, which would include the planning, the goals, the procedures, the personnel, the materials, the writing of the proposal, the preparation of the teachers and the other personnel, the students, the parents, the public, the gathering of material, the implementation of the plan, the constant working with the plan, and, finally, a critique of what happened, the following basic questions stand out. "To what degree did the average child respond to this reading program?" "Did this reading program try to respond to the reading needs of each child?" "Does this particular program enable the individual student to improve his reading skills and other academic areas at Southwest Elementary School more than the students did in the control school?" "Did the teachers improve their teaching skills?" These, to this evaluator, are the major focuses and are the major concerns. All other factors are subsidiary. While, admittedly, the subsidiary concerns are not as important as the ones mentioned above, they are important——such things as the quality of training of the teachers involved, their interest in the process, and their desire to work and to become better teachers overall. Getting parents involved is important, too, and so is the dissemination of information concerning the project. All of these factors are very important to the overall process. The supporting key persons, such as teachers, parents, aides, workers of all types, could, and have, in most instances, played a vital part in the project. The supporting goal of this project is to train and equip these teachers with the skills that will enable them to continue to use their expertise after the project has been completed as a project.

It should be noted, emphatically, that, considering the complexity of a reading skill, or communication skill, in an individual, there will be an almost unlimited and amazing array of variables to consider in using one's expertise. Emphasis will be placed on comparing the specific reading program results at Southwest Elementary School with those of another school, South School, which is comparable, except for the reading program. It is understood that the two schools, the experimental school (Southwest Elementary School) and the control school (South School) would never be completely alike, because of all of the variables that are possible in a situation such as this. The one experimental variable that will be considered will be the emphasis on the particular reading program at Southwest Elementary School, in comparison with South School, which does not use this program.

Responses to a reading program may vary, from the child who learned to read on his own at the age of two, for example, to those who never learn to read during their entire educational program (either as youngsters or as adults), and all of those in between. When one considers other variables, such as the mental ability of children, the individual teacher's degree of skill and desire to achieve in the classroom, the teacher's home environment, the student's home environment, the support personnel (from the principal, to the cafeteria worker, to the aide), the location of the school, the size of the school budget, the type of weather, the selection of the various books, the colleges the teachers attended in their preparation for their particular position, or the appropriateness and extensiveness of the library, and one could continue ad infinitum, listing the possible complexes and variations and possible combinations of variations that could affect each and every student involved. One realizes quickly that all of the variables are not controlled, and, furthermore, that every technique will not work in the best way for each individual. In this project, consideration was given to selecting a school that was most like Southwest Elementary School, that was willing to cooperate, that was close enough to use, and one that did not use the same reading program that Southwest Elementary School was using.

The objectives of this particular project, IRIS, were clearly stated in the original proposal, and they were, and still are, basically the same:

1. "to increase teacher competencies in teaching reading"
2. "to increase student achievement in reading commensurate with ability and desire to read"
3. "to provide creative enrichment activities to stimulate an appreciation of good literature"
4. "to increase the participation and involvement of parents in the academic development of their children"
5. "to disseminate information concerning the program to all interested persons"

The basic and fundamental objective of this entire program has been, and still is, to increase student achievement in reading, and to see whether this program is more effective in doing this than the program in the control school. A conclusion as to whether or not this reading project has been successful will be determined primarily on whether or not answers in the affirmative that Southwest Elementary School's students' reading-achievement level has been significantly higher in comparison with the students' performance in the control school. It will also be important to compare these results with the national norms for this test. It might be noted here that repeated attempts were made to obtain state norms for the grades involved in this project—through the use of the telephone, letters, and personal contacts with the proper state offices—but the data on the state norms in reading for these grades were not available at the time of this writing.

Objectives 1, 3, 4, and 5 will be considered and discussed to indicate the success that was achieved in meeting these objectives. In one instance, with regard to Objective 4, it was felt that the goal would take longer than was anticipated to reach. Efforts will be made to continually work to achieve 100% participation in this particular area, which, in general, is to increase parental involvement in the schools' reading program, and a specific goal of involving at least 66 parents was set. While the parental background of the students would suggest that this would be a difficult project in and of itself, it is believed that, with continual work, this goal can be reached eventually.

Students at both South Elementary School (the control school) and the experimental school (Southwest Elementary School) were given the Stanford Achievement (Reading) Test in September, 1977, and in May, 1978, and, at Southwest Elementary School, the students showed a mean gain of 1.35, with the students at South Elementary School showing a mean gain, for the 1977-78 school year, of 1.09 years.

The range of improvement among individual students at Southwest Elementary School was quite wide, with some students improving as much as four years or more, while other students did not "hold their own", and regressed in their reading level. If these results are put into percentage figures, the figures will be as follows. The percentage of students who improved their reading level at Southwest Elementary School during the 1977-78 school year was 92%. The percentage of students at Southwest Elementary School who regressed in their reading level for the 1977-78 school year amounted to 8%. The results for the Initial Reading Inventory (I. R. I.) at Southwest Elementary School indicated an overall mean gain, for the 1977-78 school year, of 1.29%, which is a significant gain.

While one is pleased about the students who improved their reading there is immediate concern as to the cause of regression in the students who did not improve. There is no way, in this project, to determine accurately, and without equivocation, why these students regressed. There should be, and there will be, a concerted effort to try to find answers to this enigma. There are some ideas about why the students may not have improved, but, at this time, these hunches are unsubstantiated. Possibly these were students of lower ability who could not read adequately, and therefore, their reading would not improve at all, or would regress, because of guessing. Each child was given the Stanford Reading Test for his grade-level, and if a child was out of grade academically, the results could be askew. Another possibility that may have affected the Stanford Reading Test post-test results was the fact that the state testing program was completed at Southwest Elementary School one week prior to this project testing, and the students could have been satiated with testing by this time.

II. OBJECTIVES

A. "To increase teacher competencies in teaching reading"

The first objective, as stated in the project, stipulates that teacher competencies will be increased to an acceptable level. All of the teachers, and the administrator of the project at Southwest Elementary School, were given an intensive college-level training program to increase their reading competencies and competencies in teaching other subjects, too, in order that, when the IRIS program formally started in the school at the beginning of the first year of the program, the teachers would be ready to play their role in the on going project. Additional training has been given concomitantly with the regular school program. As mentioned in another part of this report, the training was intensive, long, and difficult. It meant a rearranging of ideas for many of the teachers, and an awakening, of many teachers, to the full implications of teaching reading effectively and continually. In most college programs for the education of teachers, required reading courses are at a minimal level, and student-teachers do not often realize the need to learn to teach reading when they are in college, and the one who does recognize this important need is an exception, rather than the rule. The teachers at Southwest Elementary School met weekly, prior to the beginning of the session, and during the school year, and they met for long hours. They were assigned homework, they were given tests, and the college-level courses they took were fully accredited. This in-service training has been continued throughout the two years that the program has been operating.

There has been a regular diagnostic process going on at Southwest Elementary School, too, which strives to identify the students' specific reading needs, and action has been taken to meet these needs. Throughout the two years that this program has been operating, the teachers have been given questionnaires and check lists to identify their needs, and their feelings of readiness, or competency, and work has followed, to help in these areas. Four examples of these idagnostic check lists (Appendixes G, H, I, and J) are included in the Appendix. These examples indicate the percentage of teachers who, in 1976, at the beginning of the program, identified their needs in the four different areas, and the, in 1978, they indicated again how much they felt they needed help in the same four areas. Without exception, the teachers' feelings of competency indicated that they believed that they had improved. In some instances, all of the teachers felt that they were competent to cope with the stated problems, or needs. If one projects the feeling of competency of the teachers at the end of another year, based on the progress they have made since the program's inception, there would be a much smaller number of areas where the teachers felt, or believed that they needed assistance. The fifth chart (Appendix K), labelle , "Teacher Competencies—Reading Readiness", indicates the type of check list that has been handed out during this two-year period. These five examples of teacher check lists and requests for help are a diagnostic process that could be continued as long as the school needs help in this area.

The question arises, "What about new teachers who come into the system, who have not worked with a program like this one?" These teachers will have to become acquainted with the program individually; they will have to learn the techniques; they will have to learn the vocabulary, the procesures and everything possible that has taken place that the other teachers have been exposed to. It will be most difficult for the new teacher to "catch up" with the other teachers, as they have a "running start", but, if the new teacher is the kind of person who is desirable, she will make a continuous effort to keep learning, and, eventually, feel confident in what she is doing. To assist the new teacher who comes to Southwest Elementary School, and is not operating on the same standards and rationale, an experienced, competent teacher is assigned to the new teacher, as a partner, to help and guide the new teacher. All of the materials developed for this project will be available to newcomers, and each new teacher will be expected to "catch up" as soon as possible, and to keep up. In education, as in most other things, "He who stops learning, is lost".

It was the impression of this evaluator, in talking with each of the teachers, that they had a feeling of competence, and that they believed that the process that they had been using was getting good results. There were minor variations which they would like to incorporate, but the program, as far as could be observed, was uniform in its application by the teachers. The teachers will have to hone their skills to an even higher degree, in order to help, if possible, those students who have not made what one would consider to be reasonable progress. At the same time, one must be aware, too, that in a public school at this level, and in this milieu, there are students who would have a great deal of difficulty in maintaining anywhere near the normal pace in learning, and, as the spectrum of students entering the public school is broadened, one would have to accept the fact that all students cannot learn equally well, at an equal speeds, to an equal degree. The teachers at Southwest Elementary Schhol feel that, in regard to the teaching of reading skills, as relates to reading and other achievement areas, they are as competent, if not more so, than any other comparable group of teachers. They also believe that they have been through a very rigorous training program. Overall, they would not like to repeat this, but they are glad that they have been exposed to this program, and have been successful as far as they have gone. They hope, and believe, almost uniformly, too, that their work at home in preparation for classes will diminish, to some degree, as the program has made a tremendous demand on all of the teachers to sacrifice part of their normal home life, in order to get all of their school work done. In many instances, the entire family has helped to prepare material—the children and the spouse of the teacher involved.

In responding to the specific objective regarding teacher competencies in the project, IRIS, it is this evaluator's belief that teachers' competencies are at a high level, and that they are continuing to improve. This position is based on: (1) the results of the students on the Stanford Achievement (Reading) Test; (2) the teachers' answers and responses to the check lists; (3) conversation with the individual teachers suggesting that the teachers feel highly competent in the teaching of reading, but not satisfied. It is believed that the teachers have no desire to return to their former procedures for the teaching of reading and related subjects at this time, and that they are competitive in wanting to continue to improve and do a better job.

B. "To increase achievement in reading commensurate with ability and desire to read"

Specific Objective 2.1 states: "By June, 1978, the median gain of Southwest Elementary School students in Grades 3, 4, and 5 will be at least 1.0 years, as indicated by scores on the Stanford Achievement (Reading) Test and the Initial Reading Inventory." The 1977-78 results for Southwest Elementary School on the Stanford Achievement (Reading) Test actually indicated a median of 1.22 years' gain, which surpasses the stated objectives for this project significantly. The 1977-78 results for Southwest Elementary School on the Initial Reading Inventory indicated a median of 1.24 years' gain, which also surpasses the stated objectives for this project.

Although the above objective was accomplished as stated, the mean is being used after this brief statement, rather than the median, because it seems to have more meaning to more people, and is understood by more people, than "median", as well as its being a more useful statistical tool. Furthermore, most test forms use the mean, rather than the median, in discussing their technical data. In this particular study, the median and the mean are very close together, and what is said about Southwest Elementary School's mean gains would hold true if the median were used.

The mean gain for third-grade students at Southwest Elementary School, on the Stanford Achievement (Reading) Test, which was given in May, 1978, was 1.20 years. The fourth-grade at Southwest Elementary School, on the Stanford Achievement (Reading) Test, indicated, likewise, an improvement, and showed that the mean gain was 1.41 on the Stanford Achievement (Reading) Test, as compared with the pre-test given in September, 1977. The fifth-grade at Southwest Elementary School showed a mean gain of 1.50 on the Stanford Achievement (Reading) Test, on the May, 1978, post-test. The mean for the combined third, fourth, and fifth grades at Southwest Elementary School showed a gain of 1.35 years on the Stanford Achievement (Reading) Test, on the May, 1978, post-test. Charts showing these results in greater detail are in the Appendix. Charts shown in the Appendix depict the year's results for each grade, and the combined grades (third, fourth, and fifth) at Southwest Elementary School and at South Elementary School, on the Stanford Achievement (Reading) Test, and for the Initial Reading Inventory at Southwest Elementary School. There are six categories of reading improvement shown on each chart, plus a category for no gain, and a category for loss of skill on the Stanford Achievement (Reading) Test. As you will note, there were 25 students at Southwest Elementary School who lost ground in their reading achievement as measured by the Stanford Achievement (Reading) Test. It is interesting to note, too, that there were no students who stood still—neither gained or lost ground on this test, and there were no students in the category for those who made .01 to .49 of a year's gain. In other words, there were two categories listed in which one would normally expect some student to fall, but, in this year's results, there were no students occupying these two positions. There were two students who gained more than 4.0 years on the Stanford Achievement (Reading) Test, while the remainder of the students at Southwest Elementary School were grouped in the four remaining categories, as noted on the charts.

Southwest Elementary School was the experimental school, and South Elementary School was the control school, for a number of basic reasons. South

Elementary School was the control school, for a number of basic reasons. South Elementary School was chosen because it had more in common with Southwest Elementary School than any other school that was avilable for this study. It was also chosen because it was willing to cooperate; it was close; the background of the children was comparable; and it had no prior exposure to the experimental reading program which would be used at Southwest Elementary School. The charts for South Elementary School on the Stanford Achievement (Reading) Test indicate that their overall mean is above the national norms for this particular test, but that they are significantly lower than the mean for the students at Southwest Elementary School, the experimental school.

The reading results for the third grade at South Elementary School, on the Stanford Achievement (Reading) Test, for the 1977-78 year, when the post test was given, in May, 1978, showed that the mean gain for the students in the third grade was .59, and this is below the national norm, which would be 1.0 year's gain. The reading results for the fourth grade at this school indicated that the mean for the fourth grade was 1.45 years of gain, for the same peiod of time, and the same school. The results for the fifth grade at South Elementary School show a mean gain of 1.23 years, based on the post-test given in May, 1978. The mean gain for South Elementary School on the Stanford Achievement (Reading) Test, for the combined three grades, indicates that their overall gain was 1.09, which is above the national norms, but, as indicated earlier, is significantly lower than that of Southwest Elementary School, which had a school-wide gain, on the Stanford Achievement (Reading) Test, for the 1977-78 achool year, on the pst-test given in May, 1978, of 1.35.

The results of the Initial Reading Inventory, at Southwest Elementary School, indicate that the amount of improvement for the 1977-78 school year was a mean gain of 1.29 for the overall school, based on the May, 1978, post-test results. Results for the third grade show a mean gain of 1.36 years during the same period of time. The fourth grade showed a yearly mean gain of .95 years, and the fifth grade, a mean yearly gain of 1.19. A chart showing more details is included in the Appendix.

Specific Objective 2.2, under Continuing Objective 2, states, in essence, that the following goals will be met: that 85% of the students will have read at least 100 books; of the remainder, 10% will have read 50 books; and the other 5% will have read at least 25 books. The results which were given to the external evaluator indicated that 87% of the students read more than 100 books each, with some of the more ambitious students reading more than 500 books. Of the remaining 13%, 11% read more than 50 books, and the remaining 2% read more than 25 each.

There were some "ground rules" on the reading of books, and on what constitutes a book. Students who were reading two years below grade level would qualify by the reading of "skinny books". In accordance with the "ground rules", it was accepted practice that the better readers could get credit for reading each 50 pages from a book, when the book had more than that number of pages. Based on data supplied by the director of the project, this overall Specific Objective, 2.2, was met successfully.

Records were kept by a class recorder and incentives were given for short and long-term results. The value of the incentives varied in proportion to the results achieved. Trips to Carowinds, to museums, and a number of other places were given to the top students, and other appropriate trips were given to students on the various levels. Daily, weekly, monthly, and yearly records were kept.. A "book tree" was kept in the lobby, and the names of the books read by students were written on different decorations each month. Trips to McDonald's for food, or lettered T-shirts, were also given as incentives, and, while the list is not endless, the list of incentives was quite long. These and other incentives were given school-wide, with additional recognition given by the homeroom teacher.

C. "To provide creative enrichment activities to stimulate an appreciation of good literature"

With regard to Specific Objective 3.1, which states that, "By June 1, 1978, 100% of the children at Southwest Elementary School will have gained an interest in writing creative stories and in reading good literature", emphasis was placed, of necessity, on a one-to-one relationship between the teacher and the child, as well as the teacher-and-the=class relationship. In every possible way, the child was helped to see a relationship between words and sentences in books, and the way that a person could write to describe objects, experiences, scenes, behavior, or goals, and other things that could be described by writing. As a child wrote, and needed words to use, he was taught how to understand the word, and spell it, and see its relationahsip to other words, and how to build word pictures.. A record was kept of the work that was done by each student, and each student was en couraged to go in his own direction of developing his interest in being creative and in reading. At the same time, efforts were made to upgrade each student's efforts and goals of creating stories and reading good literature.

The starting-point for this creative development was to take the child where he was. If the child was more interested in some other field, or area, or interest than he was in reading, the child was allowed to start from that point, but he was always aimed at reading. If the child was better at running than he was at reading, he was asked to write about running, and then to read about it. If his forte was in drawing, his drawings were used as a base for him to read about and write about. This evaluator saw a tremendous number of examples of what the children had done in their creative effort, and, admittedly, this is a difficult goal to measure objectively and come up with percentages, but the teachers feel that they have done the job successfully, and it would be the opinion of this evaluator that this is true. For many of the children, their involvement in the creative process was exciting, and one which they looked forward to, and where they felt they could achieve, without being penalized for not doing the same thing that everyone else did. It has also developed in many of the children a desire to read because they enjoy reading, while other youngsters see it as being related to other school subjects. Still others see writing and reading as a chance to be an individual, and to go on their own way, but some, say to say, have stumbled along, presenting problems for themselves and problems for the teachers, and they have not enjoyed themselves.

Considering the entire spectrum of wha t this evaluator has seen and heard during the 1977-78 school year, the third objective has been successful. Every child has not become a Shakespeare, or a Hemingway, or a reporter, but many of them have seen, and learned, new ways of seeing things, and they have read about the familiar and the unknown, which, for many, has been a new adventure.

D. "To increase the participation and involvement of parents in the academic development of their children"

Specific Objective 4.1, "By June, 1978, the parents of at least 66 children will have attended a ten-hour workshop for parents," admittedly, has been the most difficult objective to achieve, and the school has not been completely scuccessfully in this objective. Rather than 66, only 48 parents have attneded the ten-hour workshop. The classes for the parents have been held once a month, on Monday night, from 7 to 9, and the attendance has been disappointing, in spite of all the extra incentives that have been given to try to get the parents to participate. The breakdown by sexes in these workshops has been that there have been 45 females in attendance, and 3 males in attendance. The children themselves were rewarded with ice cream, if their parents came to the classes, and there were refreshments served to the parents who came.

The workshop session helped by giving their parents information about the enitre school program, and an explanation of the program was given during the workshop sessions, telling about what their child was doing, giving them reports, giving them access to many kinds of information regarding their child and the child's program in the school. They talked about the tests and the evaluation program, the classes the child was taking, and the teachers themselves were there to discuss each child's individual performance, and the parents were told what they could do at home to improve the performance of their child. The parents were encouraged to consider themselves as a part of an overall team, and to feel that they were responsible, to a degree, as to whether or not their child was successful in school, if the child were well physically. Conditions at home were discussed—conditions that would be ideal for helping the child benefit most from his school life.

The atmosphere of teh PTA meetings and the special class meeting was quite different from that of a typical University-town PTA meeting, where both parents usually attend, and the overall attendance for PTA meetings runs around 90%, or better. The parents at Southwest Elementary School, in general, come from homes that often have only one parent, low educational background, often a low interest in school, a lack of knowledge of what is going on in school, and not much desire to find out more. The parent who attends the workshop for parents, or the PTA meetings, is the exception to the rule, rather than norm, in this particular school. Many of them are mill workers, factory workers, or on welfare of some sort, and many of them are receiving aid in some way. The parents, as a group, have not been sufficiently motivated to attend the PTA's and classrooms in the way that it was hoped they would. For the coming year, new plans have been made, and new strategies have been planned, that, hopefully, will get more parents to make contact with the teachers and the school.

In summary, Objective 4 was not met completely during the 1977-78 school year.

E. "To disseminate information about the program to all interested groups"

This objective has been carried out in a variety of way. The Specific Objective, 5.1, states that. "By June 1, 1978, the project will have reached an audience of at least 100 persons, through a variety of disseminating techniques, as documented by a project scrapbook and project visitor's log." This objective has been further implemented through the following processes, according to the data available.

Articles have been published in three newspapers, The Winston-Salem Journal, The High Point Enterprise, and The Lexington Dispatch. A visitor's book has been kept, and guests have been encouraged to register. Letters of invitation have been written to political representatives and members of the State Department of Education, and some of the people have visited and observed phases of the program. Parents have heard about it at PTA meetings, and through handouts taken home by students.

Mrs. Marlowe has been guest speaker, and discussed this project, at the National Association of Elementary School Principals and Supervisors at Dallas, Texas, and Las Vegas, Nevada; at the Texas Elementary Principals and Supervisors state meeting in Austin, Texas; at the Pleasant Porter School in Tulsa, Oklahoma, and at the national meeting of the Assocation for Childhood Education in Charlotte, North Carolina. At these meetings, Mrs. Marlowe spoke to groups that ranged from only a few dozen persons to more than 200. A conservative estimate would be that between 700 and 800 people have heard her presentations at these professional meetings. The project has also beenpresented to the education majors at Coker College. Overall, the project has been aired and disseminated on a local, state, and national basis far beyond the objectives that were stated as minimum goals.

III. Transferability of Project IRIS and Conclusion

One of the fundamental goals of a research project such as IRIS is to act as a proving ground for better methods, better techniques, or better programs, keeping in mind the feasability of its being used with other schools of comparable size, level, and other match-ups, and to successfully utilize the knowledge gained in this particular project in the "home school", or experimental school, in continuing this project. A project that cannot be transferred to other schools, or other situations, is very limited in its usefulness, and should not be considered as a worthwhile project, in most instances, in a public school program.

One of the questions that will immediately be asked regarding this project is, "What are you transferring when the information concerning this particular project is disseminated to other interested parties?". You are transferring, or you are setting up to be transferred, patterns, plans, information, material lists, sources of material, techniques for publicity, techniques for training teachers, administrative requirements, processes for involving parents, and much other data. If successful, you are hopeful of moving all, or part, of the package, to a situation where it is needed. You are transferring ideas about attitudes needed, space requirements, and personnel needed. Included with this list would be the necessity for accessability of the school's personnel to properly-trained and competent instructors who would be willing to conduct workshops, in-service training, the necessary preparatory courses for teachers, and the backup personnel to innaugurate a program such as this one, if the program is desired.

This question will, inevitably, be asked too, "Can this program be duplicated at other schools?" Yes, it can, if the other schools are willing to put forth the effort, follow the guidelines and the plans, and to benefit from mistakes that were made in this program, the program can definitely be copied, duplicated, or used, and, possibly, improved in some instances, in other schools. Much of the cost which may seem to be extra cost in a program such as this, would be elminiated because the experimental process has been proven, and does not need to be duplicated. It is often worthwhile to replicate research experiments, but, usually, after the first experimental project has been completed, the replication can be repeated at a much lower cost. When one considers what the routine, ongoing requirements for teachers and programs are in today's schools, it could probably be shown that using a program such as this would cost very little more than using the regular program costs, with much better results.

There will be questions asked, too, as to what were the demands made on the teaching personnel and the administrative personnel involved in the in-service training that was necessary to prepared teachers properly for a program such as this. The demands made on all personnel involved in this reading program were "tough", and they involved extra-long hours of preparation, and attendance in after-school classes. They demanded creativity, consistency, and a continuing extra effort. They demanded a willingness to be flexible enough to try new ideas, and to believe that reading is at the heart of academic performance. One can be confident that some, if not all, of the teachers thought that they were over-worked at times, but they also recognized that an esprit de corps was being built, and that they liked being able to prove themselves professionally. The personnel turnover has been extremely small, and few left during the time that this program has been in existence, and none, it is believed, has left because he did not like this program. As a matter of record, the turnover since this program has been in operation, has been less than the normal turnover of the school before the program was started. Many persons are challenged by a difficult situation, and one that demands that they teach creatively and competently. Much was demanded of these teachers—much more, probably, than in any other school in the system. The results, though, have been that these teachers who have completed the training feel confident that they are now competent to teach reading well. Incoming teachers, who are new to this program, are assigned a "partner" to help them catch up, and they are given extra "catch-up" training.

This question has been raised, "Why aren't the teachers allowed 'to do their own thing'—to bring in different techniques, to modify the program, or to change it?" This program was a "complete package", and any procedures that varied from the practical and philosophical background from which this program was designed would modify, and possibly render worthless, the testing of the ideas behind this overall program, and you would no longer have the proper experimental conditions.

Some skeptics may say that any program would work in an experimental situation, if the teachers were forced, or required, to work as hard as these teachers were, and the answer is, "Perhaps", but the concern here is with this particular program, with these particular objectives, to determine whether or not these objectives were met, using the proposed plan. It is obvious that all regular reading programs in the state are not getting as good results in reading as Southwest Elementary School has been getting with this program, as the actual results show that Southwest Elementary School is far above the national reading norms. Not only have all of the objectives of Project IRIS been met, with one exception, as noted, but the goals have been exceeded, in most instances. If specific figures were available from the State of North Carolina Department of Public Instruction for these grades, one would probably find out that the level of reading at Southwest Elementary School is double or triple that of the average comparable elementary school, grades three through five.

The final point being made is that the level of reading improvement on the Stanford Achievement (Reading) Test for the 1977-78 school year was 1.35 years, which is significantly above national, state, and control-school norms, and that, in the estimation of this evaluator, this program has been successful, and is transferable to other comparable schools. The results on the Initial Reading Inventory (I.R.I) further substantiates this position by indicating 1.29 mean years of improvement for the same time period.

APPENDIX F

GLOSSARY OF TERMS*

Accountability - Accountability implies the accepted responsibility for the outcome of a process or event. Specifically, the accountable instructor is one who is willing to set objectives for student learning and then measure his effectivenss against the attainment of those objectives by the sutdents. (McBrayer and Watkins)

Assessment - The procedures designed to provide feedback on the effectiveness of an instructional system. The data provided by assessment includes the appropriateness of the match between objectives or desired learning outcomes and instructional procedures in terms of the resulting effect on students. (Washburn)

A different concept of assessment is employed in the implementation of a competency-based program. In such a program, assessment involved criterion-referenced and formative assessment, in addition to the commonly used summative assessment. Assessment is criterion-referenced because the progress of the studnet is measured against his own personalized objectives rather than against the progress of others. Assessment is formative because assessment procedures are used to determine the competencies that the student lacks prior to graduation.

Behavioral Objectives - A behavioral objective is a specific statement of the behavior that a student should exhibit at the end of the instructional period. It usually consists of three elements: (1) desired behavior (e.g., compute simple addition problems); (2) performance standard (e.g., 9 out of 10 items correct); and (3) conditions under which behavior and standard will be required (e.g., when given a paper and pencil test). (McBrayer and Watkins)

Bloom's Taxonomy - Bloom's taxonomy is the classification system developed by Benjamin Bloom for categorizing instructional objectives. Ther are six major categories listed in order of increasing complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation. (McBrayer and Watkins)

Brokering - The process of matching the needs of the individual students to appropriate programs of study offered by the university system and of matching the individual students characteristic academic profile and past experience to program requirements in order that the student learning efforts are not unnecessarily duplicated and progress toward completion of program requirements are maximized. (Washburn)

Competence - "Adequacy for the task" or "possession of required knowledge, skills, and abilities." Howsam and Houston (1972). (Washburn)

Competency - Is used to indicate an emphasis on the "ability to do" in contrast to the more traditional emphasis on the "ability to demonstrate just knowledge or knowing." (Washburn)

Competency-Based Learning Programs - Competency-based education is distinctive in its overriding focus on defining and measuring outcomes of learning. Competence is usually defined as the "ability to do". Competency-based education seeks to develop the "capability" within students through systemic instructional processes which focus upon: (1) explicit statements of the expected outcomes of the learners; (2) explicit statements of criteria-referenced performanced-based assessment of learning; (3) self-paced student progress based on periodic evaluations of the student's competence; (4) revisions of operations within the instructional system according to feedback from evaluations. (Washburn)

Competency-Level - Competency level is that level at which a student is considered to possess the skill or knowledge necessary for achievement of a particular objective. (McBrayer and Watkins)

Competent - Is used to designate the level of ability -- the level of competency. (Washburn)

Contract Grading - Contract grading is that process whereby a grade is negotiated between an instructor and a student. A statement of what the student will do to achieve what grade is then written and agreed upon by both student and instructor. (McBrayer and Watkins)

Criteria Referenced - Criteria referenced refers to testing which measures a student's performance with respect to an established criterion or performance standard. This particular approach is contrasted against norm or referenced testing in which a student's level of performance is ascertained through comparison to the performance of other students. (McBrayer & Watkins)

Contract Learning - The student, with faculty guidance, plans his program of study and contracts or comes to an agreement with his instructors on the objectives to be accomplished and the manner in which the objectives will be accomplished. Specific objectives are usually agreed upon with no restriction upon how the student learns. Usually with the approval of a faculty committee, a contract is drawn between the student and the school, binding the student to fulfill the program of study and the school to provide credit for the course of study. (Washburn)

Extended Degree - A traditional baccalaureate degree program which can be accomplished in a large part off the campus where the degree is offered. Usually upper division courses are offered in a time-free, space-free program. The degree is usually offered to adult students. (Washburn)

External Degree - A baccalaureate degree unusually characterized by flexible possibilities for each person as he or she considers individual limitations of time, location, financial circumstances and ways to learn. Usually developed to accommodate the adult student. (Washburn)

Learning Modes - Assumption: not every student learns best through the same experiential or didactic (communication exchange) process. Some students learn best from lectures, others from discussion, others from reading, others through discovery, and others through practice -- trail and error. A learning mode refers to any number of processes through which a person changes his behavior. (McBrayer and Watkins)

Life Studies Competency Areas - Program of study which stress generic competencies. Generic competencies focus upon the development of critical thinking skills, communication skills, information processing skills, problem-solving skills and value clarification skills. In short, the program seeks to pursue tenaciously the development of those capabilities man has been known to employ in his best moments. (Washburn)

Module - A previously defined instructional package organized around a specific performance objective that provides the totality of enabling and/or learning experiences (including rationale, objectives, prerequisites, pre-assessment, instructional activities, materials needed, post-assessment and sometimes remediation procedures) that facilitate the student's achievement of an objective or set of objectives. (Washburn)

Objective - Explicit statements of the criteria to be met by the learner as a sign of successful completion of the learning activities -- the specification of the outcome to be obtained. (Washburn)

Open University - Usually refers to methods for providing access to more training and education for each person by means and forms other than the traditional. It is usually based on the British Open University concept, i.c., no prerequisites to enter or to graduate other than completing the required number of courses, and the student must be 21 years of age. Open learning is a process characterized by unusually flexible possibilities for each person as he or she considers individual limitation of time, location, financial circumstances and ways to learn. (Washburn)

Performance Objectives - Performance objectives are objectives of which the outcome is the performance of a particular task. (McBrayer and Watkins)

Prerequisite Skills - A skill which needs to be mastered prior to the learning of a new skill. (McBrayer and Watkins)

Pre-Test - A pre-test is a test given at the beginning of a course or unit of instruction designed to determine a student's knowledge of the subject matter in the course or unit to be studied. (McBrayer and Watkins)

Systemic Approach - An approach that accounts for all of the variables in the education process and leads to a self-renewing program. All inputs to the curriculum must be accounted for; these inputs are the available resources. The inputs are processed by the system to meet specific goals, developed on assessed needs. The resulting output or product then can be evaluated against the defined criteria, yielding appropriate feedback information that is recycled as new input for processing by the system.

Input Process Output

Feedback

Cognitive mapping - using various instruments, you assess a student's learning style/preferences in order to gain a "map" of how they learn best. Presumab,y, you will then match teaching styles/options to learning styles.

Confluent Education - education that focuses on holistic processes rather than a prescribed content.

External assessment - assessment is viewed as a separate function from teaching. Thus, it is handled by assessment specialists-often teams with student, faculty, and community persons in assessment centers. Traditional teachers become facilitators of learning. They help students reach appropriate competence levels while assessors determine if students meet criteria for those levels and assign grade/credit.

Learner-centered instruction - This is an expression coined to explicate the major shift in perspective on teaching of new methods. It suggests that you begin finding out where students are and then build a responsive cirriculum in conjunction with the student.

Open entry-Open exit - if students are allowed to proceed at their own pace, it is not logical to restrict them to traditional semesters. Instead, they enter courses and exit them when ready.

Variable credit - traditional 3-credit or more courses are sub-divided into 1-credit portions so that a student can receive credit for those portions he or she completes.

(Washburn)

Unit Objectives - Unit objectives are a related set of objectives which when taken will culminate in the learning of a particular skill, concept, or idea. (McBrayer & Watkins)

*McBrayer, Dr. John and Karen Watkins, "Glossary," West Central Wisconsin Consortium. LaCross, Wisconsin.
Washburn, Barbara, Implementing Personalized Instruction, (Dubuque, Iowa: Kendall Hunt, 1975), p.74.

VITA

PATRICIA JOYCE HART

Education:

Carson Newman College	Jefferson City, Tenn.	1953	B. A. Degree
Appalachian State University	Boone, N.C.	1974	M. A. Degree
Appalachian State University	Boone, N.C.	1975	Education Specialist
University of Central Arizona	Tempe, Arizona		Doctor of Arts

Professional Employment:

1957-1959	Centerville Schools	Centerville, California	Teacher in Elementary School
1959-1961	Davidson Junior High School	San Rafael, California	Teacher
1961-1962	Salem Elementary School	Morganton, N.C.	Special Education
1962-1966	Henderson County Schools	Henderson, N.C.	Teacher
1966-1976	Davie County Schools	Mocksville, N.C.	Teacher, High School English and Drama
1976-	Catawba County Schools	Newton, N.C.	Reading Coordinator

Professional Memberships:

National Education Association
North Carolina Association of Educators
International Reading Association
Association of Supervision and Curriculum Development
National Middle School League
International Thespian Society

Professional Accomplishments:

- Developed College Bound Reading Program for Davie County High School
- Initiated and developed Remedial Reading Program for Davie County High School
- Initiated and developed the drama department for Davie County High School
- Co-sponsored Bible Club for Davie County High School
- Initiated and sponsored International Thespian Society Davie County High School

Honors:

1974 Teacher of the Year
Davie County Schools

Personal Data: Birth date - March 28, 1929
Married to - Rev. Paul M. Hart
Children - three

VITA

ATHELENE PAYNE MARLOWE

Education:

High Point College High Point, N.C.	1960-1964 A. B. in El. Ed.
University of North Carolina Greensboro, N.C.	1964-66 M. Ed. in El. Ed.
University of North Carolina Greensboro, N.C.	1966-68 Principal's Certificate Supervisor's Certificate
Appalachian State University Boone, N.C.	1973-1975 Education Specialist School Administration
University of North Carolina Greensboro, N.C.	1975-76 Course Work of Ed. D.
University of Central Arizona Tempe, Arizona	1977-78 Doctor of Arts in Education

Professional Employment

1964-1971	Davidson County Schools Lexington, N.C.	Teacher in Elementary School
1971-	Lexington City Schools Lexington, N.C.	Principal Southwest Elementary

Professional Memberships:

National Education Association (life member)
North Carolina Association of Educators
Division of Principals, N.C. Association of Educators
National Association of Elementary School Principals
International Reading Association
Association of Childhood Education
American Association of University Woman
Association of Supervision and Curriculum Development

Honors:

Outstanding Young Educator, Lexington-Davidson County, 1967
Third Place State Winner, Outstanding Young Educator, 1967

(Honors continued)

Who's Who in North Carolina
Outstanding Young Woman of America
International Biographies
Personalities of the South
District 5 Principal of the Year Award
Member Phi Delta Kappa

Personal Data:

Birth Date	June 8, 1933
Children	two